

THE JUNIOR COLLEGE JOURNAL

UNDER JOINT EDITORIAL AUSPICES OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES AND THE SCHOOL OF EDUCATION OF STANFORD UNIVERSITY. . . . MEMBER THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. VIII

NOVEMBER 1937

No. 2

Education for Social Intelligence

[EDITORIAL]

A new year in junior college education challenges us to review our functions critically and to evaluate our practice objectively in the light of our accepted aims. For our guidance in this appraisal we are most fortunate in having the opinion of several distinguished educators.

Under the leadership of the late Dr. Henry Suzzallo, the Carnegie Foundation surveyed tax-supported higher education in California and submitted the facts found to a special commission for criticism and recommendation. The commission consisted of Chancellor Capen of Buffalo, President Coffman of Minnesota, Dean Judd of Chicago, President Latham of Iowa State Teachers College, Professor Meredith of New York University, Dean Emeritus Russell of Teachers College, and Dr. Zook, director of the American Council on Education.

The epoch-making portion of the report of the commission which deals with the junior college transcends geographical limits and constitutes a most significant contribution to higher education. It is a clarion call to the junior college to throw off the yoke of the traditional college and meet new responsibilities. Active acceptance of the commission's recommendations would revolutionize current practice. Immediate adoption of the recom-

mendations and concerted effort for the next decade or two to determine adequate methods to translate them into practice would enable the junior college to render a unique and invaluable service to education.

The commission urged that a curriculum for social intelligence be made basic to all other curricula, "to give the student about to complete his general education a unitary conception of our developing civilization." The new curriculum "will differ markedly from university preparation The courses will tend to organize knowledge and intelligence for effective social behavior rather than for the intense and detailed mastery required for professional or avocational scholarship Certain aspects of civilized life, highly valued in cultured social living, which are omitted or subordinated in the ordinary academic curriculum, will be added or made important."

Reflection upon this new curriculum, designed for more effective social conduct, prompts a few conjectures as to directions in which it may profitably develop — surmises based upon reasoned convictions and heartening beginnings. Space admits only of enumeration of these conjectures, stated affirmatively for brevity's sake.

In the junior college we shall

doubtless continue to complete general liberal education. Through survey courses we shall orient our students in the world of knowledge, and expand their horizons by acquainting them with the literature, history, science, and social institutions of the race. We shall endeavor further to inculcate a scientific attitude toward civilization and to habituate critical thinking until our students are able to analyze change and adjust to it. We shall help them acquire the points of view and the methods of solving problems which will enable them to keep their heads in a swiftly changing economic, political, social, and moral world.

Through an expert personnel bureau we shall diagnose each student's aptitudes and capacities, interests, health, and emotional maturity, as the basis for constructive individual guidance — educational, vocational, physical, and emotional.

We shall teach our students, individually and collectively, how to study; and shall remedy their defects in speech, reading, and composition. We shall enable them to make better use of leisure by broadening their intellectual and cultural interests; by training them to read newspapers, magazines, and books, intelligently and critically; and by teaching them to evaluate, enjoy, and in some cases produce, art, architecture, music, and drama.

We shall impart understanding, tolerance, and sympathy through the fundamentals of sociology, modern philanthropy, philosophy, and comparative religion; and shall train for intelligent citizenship through basic courses in political science and community problems.

We shall, moreover, prepare our students for marriage by giving

them the simple essentials of courses in eugenics and eugenics, the family and its relationships, child development, household management, foods, clothing, and building and furnishing the house. We shall educate them to be intelligent consumers and to resist the blandishments of advertisements.

We shall, when necessary, teach etiquette and good taste in dress and personal grooming. We shall habituate good posture; and shall impart the fundamentals of hygienic living, including nutrition, exercise, rest, and sleep. We shall emphasize wholesome sports which will carry over into after-college days, such as swimming, riding, tennis, and golf, rather than basketball and baseball.

Above all, we shall help our students to live more satisfying lives individually and more helpful socially, by teaching them how to get along with themselves and others. A course in mental hygiene will be supplemented by individual conferences with a trained and experienced psychologist, not psychiatrist; for mental health cannot be mastered by casual reading of the current flood of cheap literature on the subject, nor by enrolling in so-called charm schools, which advertise easy ways to improve personality.

In short, we hope that, untrammelled by prejudice and tradition, we shall give all the students in our junior colleges the benefit of the gist of many courses of which few students can avail themselves now, to enable them to make the most of themselves and to live increasingly satisfying and effective lives.

KATHARINE M. DENWORTH

Vocational Guidance for Women

CHASE GOING WOODHOUSE*

Vocational guidance is an integral part of education. One of its functions is to help the student develop a focal point of interest, to see clearly a goal toward which her work may be directed. This in no sense implies an urge toward early vocational or technical education. On the contrary, it may well be the basis of a clearer understanding by the student of the value of a course in, perhaps, mathematics, in which she had not been interested because she "doesn't see what use it is."

Occupations are not developed in a vacuum. The first point to be stressed is that jobs have a social and economic setting. They are not isolated phenomena, but very definitely part of a complete community setup. So vocational guidance is of direct value in one important phase of education—education for citizenship. The relationship between the existence of worth-while jobs for those able and willing to work, on the one hand, and intelligent citizenship on the other is very evident. This is of particular importance to women. The young woman interested in a future job for herself must realize that there are no purely women's problems. Women have difficulty in securing jobs, finding doors closed to them somewhat more in recent years than

a decade or so ago. This is a symptom of widespread economic disaster. Fighting for women will not cure the situation. It is necessary to work for the elimination of unemployment and for the prevention of another such cycle of depression years as we have just passed through. In discussing jobs for women, the vital necessity of women's intelligent participation in public affairs is the first point to stress.

Further, history shows us the close interrelationship between democracy and feminism. They have gone up together and they have gone down together. Women who would have a place in the economic world must be active and intelligent in their fight for democracy.

Again, vocational guidance is very clearly related to the physical education program. Regardless of the occupation studied, health is a requisite qualification. There is no field of work in which it is not an asset; there are many fields, for example department-store work, where it is an absolute essential.

In the same way, vocational guidance is closely linked with the mental hygiene program. The wise choice of an occupation is one phase in the life of a well-adjusted person. Employees in widely different fields all emphasize their desire for recruits with "the proper attitudes." They are highly interested in having well-adjusted young people enter their employ. The firms with well-organized employ-

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ment departments are more likely to stress personality than detailed knowledge of requisite subject matter or pertinent experience. These they want; but if it is a question of choice they choose personality in the belief that the lacking subject matter or experience can be fairly readily acquired.

They are looking for young college people with self-control, poise, ability to get on with people, with drive, with the ability to supervise other workers; adaptable, versatile, able to change from one way of doing to another way, pleasant—all common terms without scientific meaning, perhaps, but indicating to the lay person what one employer described as "a good personality—and I refuse to define personality!"

There is one situation in which the mental hygiene program and the vocational guidance program must co-operate. Together they must prepare young people to face the world of reality in jobs. There is a tendency for "success" to be overemphasized and to be held before the student as the goal. "Success" must be given a special definition for each individual. We must cease to speak of it in absolute terms—too often in purely financial terms—and to speak of it rather in terms of the maximum development for each individual toward which he must exert his uttermost effort.

TWO METHODS OF GUIDANCE

There are two general schools of thought among college administrators as to the ideal method of carrying out a personnel program which would include vocational guidance. One group believes that

the guidance function should be carried by practically the entire teaching staff; there might be a secretary to handle the collection of informational material and office routine and records but the actual guidance work with the students should be by the instructors. The other group believes in a centralized personnel office which would include in its work vocational guidance and placement, headed by a person definitely trained in personnel techniques. The second plan calls for the active co-operation of the teaching staff but places the responsibility for seeing that the students receive adequate and timely guidance upon the personnel office. This second plan is the one which has been adopted most frequently by the universities and the larger colleges which emphasize their personnel programs.

There is less difference between these two plans than might appear at first glance. Both require something in the way of a central clearinghouse for information and for placement if that is to be a part of the guidance program, as it usually is in the end regardless of original intentions; both require close co-operation with academic instructors, the psychologist, the physician, and the director of the mental hygiene program; both require a wide knowledge of occupations and of the world of jobs—a world continually changing in general outline and in local geographical situations. If faculty members are interested in and are given the time to keep in touch with occupations related to their fields their advising should be of inestimable value, and their close contact with the business world impinging on their subject matter

should be an invigorating influence in their teaching.

Geographical location of the institution must be considered. For the college located in a somewhat isolated spot there is more likelihood of one specialist keeping in touch with happenings in business and the professions than of the entire faculty doing so. Also, individual preferences and abilities must be considered, and the demands made upon the teachers for committee work, for publication, and so on. Guidance takes time, not only the time spent with the student but the time needed to acquire the necessary information and keep it up to date. On the whole, a better job has been done in knowing the student than in knowing the occupations for which he might be suited. The testing program has been relied on too heavily in comparison with the study of the other side of the picture—the economic situation and the requirements of specific fields of work.

It is essential that there be some one person in the junior college with interest in and time for collecting and evaluating data on occupations. Perhaps the librarian might initiate this work, or the teacher of economics. Fundamentally it is extremely wasteful for each college to undertake this task. It would be much more economical and more effective if the colleges would contribute to a central bureau whose task it would be to keep abreast of such information and get it into the hands of each college. This central bureau might well also arrange for tryouts and apprentice experience for selected students in certain fields of work. Such a bureau might make it pos-

sible for many members of the faculty to serve as advisers. It would also be of service to specialized personnel offices.

Another source of information which seems to be coming into more and more general use is a series of talks by outside speakers, either single talks over a period of time, or a conference of a day or two to which many speakers contribute.

It is very essential that such speakers be chosen from persons not only successful in their work but having some idea of the purpose of vocational guidance. A dynamic, attractive speaker can so easily oversell her occupation. Every such series or conference should conclude with a review and evaluation by a speaker who knows not one occupation but many, who has the guidance point of view, and who can report in an objective manner upon the various occupations, noting their disadvantages as well as their advantages, their demands as well as their rewards.

Courses in occupations seem a somewhat artificial approach. It is preferable to have the information given in connection with courses in economics, government, civics, and in other subject-matter fields as the problem naturally presents itself. The value of having a large number of the faculty interested in guidance is apparent in this connection. The library can be of service by providing newspaper clippings, posting references to pertinent current magazine articles, and placing pamphlets and books dealing with occupations where the students will be tempted to dip into them.

There is not as yet an adequate literature on occupations, and the situation changes so rapidly that

reliance must be placed on transitory current materials. These can be located through the *Occupational Index*, published by the National Occupational Council, 551 Fifth Avenue, New York, and *Woman's Work and Education*, published by the Institute of Women's Professional Relations, New London, Connecticut.

The Institute of Women's Professional Relations also tries to get an overview of the job situation, particularly as it applies to women. But more and more, it is realized that a study of trends in women's work must include a study of trends in men's work as well. The Institute has made a series of studies covering specific occupations, dentistry, dental hygiene, art occupations in industry with specialized bulletins on fashion illustration, costume design, designing dress accessories, and textile design. It is now completing studies of business openings for women trained in home economics, for work in department stores, and for work in banking and other financial institutions.

FIVE GENERAL TRENDS

On the basis of these specific studies and of two more general studies of trends in occupations and of public-service positions, the Institute finds five general trends in occupations of immediate importance to the educated woman.

First, there is the changing attitude of business, summed up, perhaps, in the statement, "Banking has ceased to be a business and has become a profession." Business is much more co-operative than it was. It has a very different attitude toward the consumer and toward

government. There is a spirit of co-operation as between one business and another, replacing the old idea of cutthroat competition. The change is far from complete, but the new attitude of business leaders is developing an atmosphere in which educated women find themselves more at home and where they will fit in better. In brief, women should find more places for service in business than has been the case.

Second, business has discovered the value of having the consumers' point of view represented in the product or service, in the package, and in the merchandising plans. This has resulted in more jobs for women in foods and equipment and textile manufacturing and distributing concerns, in hotels, in railroad dining-car services, in department stores, in testing laboratories, in certain advertising departments, and in the public utilities.

Third, business has found that a well-designed, attractively packaged article, good in line and color, will sell better than one which lacks the elements of beauty. This is developing work for men and for women with basic training in art and the ability to apply it to the problems of industry in the fashion field, in packaging, in window and counter display, in photography, and in the broad field of industrial design.

Fourth, there has been a marked development in the number and variety of services performed by government, federal, state, and local. Further, at the present time there is a growing drive for the fuller acceptance of the merit system in public appointments. In this public-service field notable recent developments are found in public

welfare and in public health—both predominately women's fields.

Fifth, with the great changes in technology relatively fewer persons are now needed to produce our food, clothing, and shelter, more persons can be used in the service occupations — health, leisure, education, the whole field of service in contradistinction to the field of growing, processing, and making. Women have shown a tendency to move into these service occupations faster than have men, but the tendency is shown in the occupational distribution of both men and women over the past thirty years.

CONFERENCE METHODS AND VALUES

To bring such trends before students and counselors the Institute has held two conferences, one in 1935 covering all occupations open to educated women which brought together in a two-day session some 275 speakers and some 2,000 students and interested adults, and a more specialized conference in 1936, where some 80-odd occupations for which art training is basic were discussed in a series of round tables. These conferences are useful in that they serve a large number of colleges. They should be especially pertinent for the junior college student in helping her select either an occupation or a senior college which may be especially adapted to fit her for her chosen work.

One notable emphasis which ran throughout both these conferences was the value of a broad educational background. Business and industry see the value of this. They also want some specialized training or experience. This can, at times, be gained on the job, and the Institute has during the summers of

1935 and 1936 co-operated in tryout experiences for a group of college seniors in the field of finance. The results have been so encouraging as to lead to hopes for the extension of this program into other fields as a steppingstone from the liberal arts college to some business field. The world changes too fast for the college to attempt to train young people for a job. They can do better with a broad education which has given them the ability to adapt to new conditions and the power to see where their knowledge has gaps and to know where to get help in filling these gaps.

The world of occupations no longer wants the narrowly trained specialist. It is looking for the broadly educated young person. And in addition, if the world is to be a better place in which to work, the young person must also be educated to take an intelligent interest in public affairs. Guidance must not narrow the student's interest to one occupational field; it must broaden it to see the setting of the occupation in our entire economic and political society.

TEXAS TRANSFERS

The report of the registrar of the University of Texas for 1935-36 shows that 622 new students were admitted during the year from 79 junior colleges located in 18 states, the Canal Zone, the District of Columbia, and two foreign countries. Of the entire group 527 entered from 37 junior colleges in the state of Texas. In the same year entrants direct from the secondary schools were 1,555, so that the junior college transfers constituted over 25 per cent of the combined groups.

Suggestions to Junior College Librarians

E. W. McDIARMID, JR.*

As a part of the study carried on by the Carnegie Corporation's Advisory Group on Junior College Libraries,¹ certain junior college libraries were selected for a personal visit. The writer's list included thirty-seven institutions in Michigan, Indiana, Illinois, Wisconsin, Minnesota, and Iowa. In the hope that certain impressions and ideas received during these visits may be of some stimulation to the institutions visited, a few suggestions are offered. Many of these were found in actual use. If they are useful in one case they should have value in others. Hence this attempt to "pass them around."

The first suggestion to junior college librarians is to keep complete records of student and faculty use of the library. In some institutions visited no records of circulation are kept; in some there is no distinction between records of reserved-book use and "free"-book use; in still

others records are kept for limited periods of time. Keeping records of use is no new idea, the same question having been discussed by the North Central Association Committee on Revision of Standards.² The *Manual of Accrediting Procedures*³ states:

The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

If such information is useful to the North Central Association, it should be of use to the institution itself in evaluating its service to its own students and faculty. To illustrate: one of the librarian's hardest jobs is to keep in touch with the faculty. Through records of faculty use a professor was discovered reading on a subject never before suspected of him. Since finding this out the library has been of much more assistance to him than formerly. One junior college library visited makes ingenious use of its records of circulation. Records are kept and analyzed. Posters are then drawn up somewhat along these lines: "_____ junior college students read _____ titles per year, an average of _____ titles per student. What is your share?" Other posters are drawn up showing the percentage of reading in various subjects. All of these evoke great interest among the students, and it is perhaps unnecessary to state that library use in this college has in-

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¹ See W. C. Eells, "Carnegie Study of Junior College Libraries," *Junior College Journal* (January 1937), VII, 176-79; and W. W. Bishop, "Library Service in the Junior College," *ibid.* (May 1935), V, 456-61.

² Douglas Waples and others, *The Library*, Chicago, University of Chicago Press, 1936, chapter iv.

³ North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, *Manual of Accrediting Procedures* (tentative form), November 1934, p. 6.

creased from year to year. Records are of such importance as to prompt the statement that the first step in realizing the potential usefulness of the library's service is to keep complete records of library use, both faculty and student.

The second suggestion to junior college librarians is to make better use of their faculties in stimulating the use of the library. College professors are necessarily specialists in subject-matter fields. As such they are often prone to neglect other fields which might be of help to the students. Furthermore, their preoccupation with their own subject often prevents them from helping students in their general or recreational reading. When one considers the close personal contact that teachers have with their students, it is not hard to visualize the position that the library might play if the faculty members understand what the library has to offer. One library visited uses the faculty in an interesting way. Each faculty member is asked to select a list of his favorite books. These lists are circulated among the students, sometimes by mimeographed sheets, sometimes by poster. The titles are in constant demand, not only by the professor's "major students," but by the student body almost en masse. Baylor Library follows the practice of sending around to the faculty at regular intervals lists of new books received, books in other fields as well as in their own. Students from the English classes are found asking for new books in such fields as economics, politics, and science. If English professors are informed of library resources in other fields, their students will hear of such materials, whether presented formally

in class or informally in conferences. One popular and capable professor can do more to stimulate library use than most of us realize. Junior college librarians will find the library doing a better job each day if they will find such men and keep them "library-conscious."

The third suggestion pertains to keeping the faculty posted. For a complete explanation see the article by Dr. William Stanley Hoole entitled "Suggestion-Cards, an Aid in the Circulation of Periodicals at Birmingham-Southern College Library."⁴ Dr. Hoole's plan is for the library staff to go through each incoming magazine, dropping a card to a professor whenever an article is encountered in which that professor may be interested. This seems like a large job, but in reality it is not. Each professor will have certain journals which he receives regularly. These of course may be dismissed as far as that professor is concerned, leaving only the general magazines to be scanned for all professors, and the special journals to be checked for articles of interest to teachers in other or related fields. One certain professor has a special "side interest." He was sent a card listing an article on this interest, which appeared in a magazine that he would never have suspected of being of any assistance to him. Needless to say, he is grateful to the library for this service. Another professor keeps these cards and files them, thus maintaining a more or less supplementary list of articles in his field. Still another professor no sooner receives one of these cards than he passes it on to

⁴ In *Library Journal* (October 1, 1936), LXI, 718-19.

one or more students. The few moments spent in this service will bring rewards far outweighing the labor or inconvenience.

A fourth suggestion also pertains to the faculty. Why not pass the current magazines in a teacher's field on to that teacher for a few days before they are put on the shelf? A suggested procedure might be: check in and stamp magazines and then send them to the professor's office. Two days later, bring them back to the library and put them on the magazine shelves. This plan has several advantages, not to mention its obvious service to the professor concerned. It gives the teacher time to go over the magazine thoroughly, and saves requests from the faculty to take magazines from the library after they have been placed on the shelves. Such a plan should work well in a junior college, where most of the professors are usually in one building.

Many junior colleges are located in towns with other library facilities available, and yet it is probable that the college is not making the use of these facilities which it should. And so the fifth suggestion to junior college librarians is to learn more of the community's library resources and make use of them. The most frequent statement heard from public librarians during these visits was that the junior college did not make as much use of the public library as it should. The presence of other library facilities in the college community should not absolve the college from its obligations to students and faculties. But no one would quibble with a junior college librarian for supplementing his resources with those of

other community libraries. Three means for accomplishing this co-operation seem pertinent:

1. Lists of materials or types of materials available in other libraries. One library visited had made a list of all science books available in other community libraries, and, needless to say, this list proved of great value to both students and faculty in locating scientific works.

2. Co-operative programs of book-buying. Some public libraries visited bought books especially for the junior college, but as far as the visitor could see there was little definite planning of such purchases.

3. Keeping other libraries informed of junior college activities. Some public librarians stated that junior college assignments caused a heavy drain on various types of material in the library, and yet no one was informed of them until the students came clamoring for aid.

Since the junior college is so often a public institution, it seems fitting that junior college librarians should lead the way in co-operating with their fellow public servants, the public librarians. Whether planned or not, much of the junior college student's library work is done in the public library. How much more effective and valuable this work could be if librarians of the junior college and public library got together and made plans for caring for such students.

The sixth suggestion to junior college librarians is to keep abreast of what is going on not only in your own particular college but in other colleges over the country. The librarian who keeps close tab on the dramatic groups, the debaters, and other extracurricular activities, as

well as the latest developments in the various courses, has the material with which to plan more effective library service. Also important is a knowledge of what is happening in other colleges. Librarians are too often prone to continue doing things the same old way. A close survey of educational experiments and ideas often provides the stimulus for evaluating present practices and effecting improvements. Active membership in national and regional or state associations is an important source of such professional education and stimulation.

One of the surprising discoveries while visiting junior college libraries was the almost entire absence of librarians' reports. Only a small percentage of the thirty-seven colleges visited had written reports by the librarian. Accordingly, the last suggestion to junior college librarians is to seize every opportunity to inform the administrators, the faculty, and the college community of the status of the library. One of the most valuable of these means is an annual report. If intelligently handled it is one of the most effective of all means to inform the college community with regard to the library. The librarian who keeps his president continually informed of the library's needs, and the services it renders, is more likely to find a favorable reception when seeking additional funds for the library.

The work of the Advisory Group on Junior College Libraries has already served to stimulate interest in the libraries of many junior colleges. Presidents, superintendents, principals, and faculty members have begun to realize more and more the importance of the library

in the college program. The present opportunity is a golden one for junior college librarians. These suggestions have been made in the hope that librarians may be moved to increase their efforts in providing better service. Many have proved effective in actual practice. If their only value is to stimulate librarians to a new evaluation of their own service, they will have served their purpose well.

ANDERSON COLLEGE

Miss Annie D. Denmark, who has been President of Anderson College for ten years, is the only woman college president in South Carolina, has wisely guided in adjusting the institution to junior college status, and has managed to reduce the indebtedness, notwithstanding the depression and the maintenance of high standards. We commend this fine record, and trust something may be done by the denomination to liquidate the entire indebtedness and release the institution for a greater service. — *The Baptist Courier*, Greenville, South Carolina.

PASADENA CLUBS

At Pasadena Junior College, California, in addition to the sixty educational clubs, there are twenty-four social clubs with a total membership of 524 students. These clubs are easily formed and there is a wholesome tendency toward an equal rating of the groups. Each club is required to belong to the Inter-Club Council and to abide by its rules and support its activities for the development of worth-while inter-club relationships.

That the Young Shall Have Visions

EUGENIE ANDRUSS LEONARD*

There is nothing in all America so remarkable or so far reaching in its effect as that element in our philosophy which demands equality of opportunity for the youth of the nation. Nor is there anything which so sharply differentiates us from our European neighbors as our insistent search for ways of carrying out this vision of equality for youth. So entrenched is the belief, that it was a real shock to read the opposing point of view in a recent address by the Minister of Education in Berlin that Germany "rejects the idea of the equality of mankind—rejects the idea of freedom as inconsistent with human nature." From the inception of our national life we have held "that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men."

Nor were these words merely high-sounding phrases; they were a profound conviction growing out of a century of struggle. Our forefathers, conceiving all men equal before God, set out to make all men equal before Government. But they found almost at once that there was "great neglect in many parents and

masters in training up their children in labor and learning and other employments" so that inequality existed among them. Some of the young people could not read the laws of the land, nor do business, nor carry their share of the community life, so the sturdy settlers of the Massachusetts Bay Colony established an entirely new but profoundly significant principle that equality among civilized men results only from education. The educated man is the good citizen, the successful business man, the wise judge, the helpful doctor. The uneducated man is the dangerous or undesirable member of the community. He is the failure, the sneak thief, the pauper. They embodied the principle in the first compulsory education law in this country.

By the General Court Order of June 14, 1642, they made it obligatory upon all parents and masters to teach their children and apprentices "to read and understand the principles of religion and the capital laws of the country and to give them training in employments which would be profitable to themselves and to the commonwealth." To insure the prompt and efficient performance of their duty the law further provided that the Selectmen "shall be liable to be punished and fined for neglect thereof."

In 1662 when Peter Cornelius Plockhoy laid his plans for education in New Netherlands he insisted that "the children and youths shall be taught in our common school so

* Vice-president and dean of women, San Francisco Junior College, San Francisco, California. A paper presented at the Junior College Section of the National Association of Deans of Women, New Orleans. February, 1937.

that everywhere equality be regarded." When the English took over the Colony, the Duke of York followed the educational plan already in practice and in 1665 "strictly required the instruction of all children and apprentices in religion and the laws of the country and in some honest and lawful calling."

Farther south, William Penn put into his frame of government that "all children within the province of the age of twelve years shall be taught some useful trade or skill to the end none may be idle, but the poor may work to live and the rich, if they become poor, may not want."

Five years after their first educational law the Selectmen of Massachusetts Bay Colony passed a second law requiring all communities of the Colony to erect and maintain schools for the children who would not otherwise be educated. These pauper schools, as they were called, were the first free schools and forerunners of our great public schools of today. Their control by the Selectmen of the Colony led, in 1837, to the creation of the first State Board of Education. Already by the Ordinance of 1785 the national government had taken its first step in supporting free education, by reserving one section in every township for the maintenance of public schools.

George Washington felt keenly the need for expansion of the colonial educational efforts. In 1788 he wrote to his friend John Armstrong, "In a country like this if there cannot money be found to answer the common purposes of education it is evident there is something amiss with the ruling political power"; and a few years later to Roger Brooke he wrote, "The

time has come when a plan of universal education ought to be adopted in the United States. The exigencies of Public Life demand it."

In Virginia, as early as 1779, Thomas Jefferson presented to the State Legislature "A Bill for a more general Diffusion of Knowledge," which laid the basis for a comprehensive state school system from elementary school to the university. Although Virginia did not act favorably on the bill when it was first presented, each new state was writing an educational plan into its constitution.

It was another generation before the first state compulsory education law was passed. Two hundred and ten years after the first compulsory educational law, the state of Massachusetts, in 1852, passed the first law of its kind in the nation. But it was not until 1918 that all the states of the Union followed the example of Massachusetts.

Public education was given a new impetus following the Civil War by the Morrill Act of 1862, which was the first of a series of acts by which the United States Congress extended the participation of the federal government in the financial support of local public schools to equalize the educational opportunity of the youth of the land. The last of these is found in the announcement of the Federal Relief Administration that it would extend aid in the emergency to unemployed rural teachers and crippled rural schools, and in the NYA program. Thus the dream of the old ones sitting about a crude pine table became the vision of each new generation of youth, until today over sixteen million are caught in its image.

PLACE OF THE JUNIOR COLLEGE

We of the junior college are the youngest in the composition, at least as a differentiated element in the public educational system. The first public high school was established in 1821 with the announced purpose "to give a child an education that shall fit him for active life." The first public junior college now existing was not established until 1902, in connection with the city school system of Joliet, Illinois. But our roots go deeper into history. The other day I read of the One Hundred Thirty-third Commencement of the Bradford Junior College and paused to consider the age of what we have thought our youngest educational institution.

It is neither the age of the junior college, however, nor the mechanical setup that I wish to discuss. Rather I would like to challenge your thinking by presenting six theses which are not yet proven, to which some of you will take exception, but which I believe the future will prove true. The first three relate to students; the others to their environment.

First, the two years of junior college attendance are as important, if not more important, than any other two years in the life of the student. The young people are at the peak of their natural vigor. New and potent stimulants have entered the blood stream, stepping up the physical and mental capacity of the individual to new heights. He is ready to live, to fight, to create, or to destroy, and we give him intellectual gloom. We give him a curriculum based on traditional subjects, a traditional mode of teaching, and traditional arrangement of subjects. No wonder his interests and vitality run

off into student activities — clubs that burst with life, newspapers that laugh at us. How fortunate that they have found these modes of expression! They are, in the main, educative and constructive. But what a sad commentary they are upon us and our classroom procedures! It is as though we had gathered all the dullness, all the gloom of foggy thinking, and poured it over the rich embroidery of a once vibrant group of subjects. Little wonder that youth ran out of the classroom, gathered up the stray threads, and wove them into a pattern of their own making, often discordant, even undesirable, but always effective. I challenge you to reconsider the problem and to bring back into the classroom and under the leadership of the teacher — the expert — the glorious vitality and interest of youth in creative endeavor. Bring back the thrill and joy of student activities to the humdrum, often stupid, classroom that the students may know their teachers as real human beings, and transmute the dreams of maturity into the visions of youth.

But, you are saying to yourself, that's all right when it comes to physical education, or drama, or music, but students in the main are not interested in the more difficult subjects. This brings me to my second thesis: "that the celebrated apathy and worthlessness of the average student is due, not to lack of interest, but to unsatisfied hunger. The average person at all ages is awfully hungry." He wants something very badly but seldom discovers by himself what it is. In these formative years he instinctively refuses everything else, everything artificial, everything unrelated to

the turbulent life within him. He wants, above all else, that a gripping, exciting romance be made of his ordinary life and his often mediocre abilities. "He wants to be waked up, liberated, set in motion, his own powers used, to feel himself pulling at a harness with all his strength against the collar of his desire." He craves, not flattery or an easy road, but rather to feel he is in the grip of strong, formative hands which promise to make something out of him which shall not be soft like a sponge but hard like a baseball, capable of being pitched at high speed over the plate. What else explains the French youth who followed Napoleon, the young Germans who follow Hitler, or the Italians who have died for Mussolini. Whether for life or death, youth's desire is to be shaped into something effective and formidable in the stream of human history. What tragedy then when the formative influence distorts youth into caricatures of humanity, when the formative hand shaped Al Capone into Public Enemy No. 1 rather than an Edward Bok. The teacher that failed to awaken the latent interests of the poolroom laggard has left him to the formative influence of failures of other years and other such men that hang about our dives and poolrooms. I have been reading again Stewart Sherman's *Shaping Men and Women*, and you who know it will recognize that I have drawn this thesis from his eloquent address to a group of teachers shortly before his death. He reminded me again of Chekhov's story, which epitomizes my point briefly. The good burgomaster of the village was troubled overmuch with mice in his house, so he bought a

young kitten to train as a mouser (a natural instinct with cats, one would forecast success in the natural course of events as we do of youth in our schools), but this burgomaster, like many schoolmasters, shut the cat up in the kitchen, caught the mouse in a trap, and then roared for the cook to bring in the kitten at once, but the kitten fled in terror. Again the bewildered burgomaster caught a mouse and roared for the cook to bring in the kitten and, again, the kitten fled in terror. The third time the kitten fled before the cook could pick him up, so the burgomaster gave up in disgust and went back to his books. The kitten grew to be a fine big tomcat, but whenever he saw a mouse he fled in wild terror. Modern psychologists may give this process high-sounding names but it doesn't free us from the obligation of facing the problem and finding a solution that is satisfying to the innate hunger of youth.

Third, in the face of what I know will be considered rank heresy I wish to state my next thesis: that the normal consuming hunger of these two years is vocational. Physiologically these are the days of maturation, these are the days of the final forming of the body. In ancient times these were also the days of marriage and acceptance into adult membership in the tribe, with definite status as hunter, priest, or witch doctor. Attaining adulthood was synonymous with accepting the responsibility of some definite service to the tribe. The impulse is there still, but finds itself at best in hobbies and at worst in juvenile delinquency. Cultural ideals may satisfy maturity but they carry no vital meaning to

youth. They do not answer his dominant desires. Some day, when he has answered the urgency of his present desires, he will have time to think on these things, if we do not frighten him off, but today he wants to live as and of the people of today. He is interested only in past achievements as they bear directly upon *his* life. I know many of you are thinking there is great loss of cultural values in this point of view, in which opinion you have forgotten that all education, cultural and otherwise, at its inception was vocational; it grew out of the meeting of a vocational need. Whether it was the teachers of ancient Toulouse who needed the Greek and Latin to earn their livelihood, or the preachers of colonial New England who brought the ancient languages to the first colleges in this country, or the young surveyor who needed geography, or the young medic who needed physiology, I would maintain rather that the vocational need was the point of departure, that all culture in the end relates itself in one way or another to the fullest answering of the vocational choice. Just so a young pre-medical student was advised to take art, music, Sanskrit literature, and a shoemaker became in the end a great philosopher; and the young Carnegie, working in the heat of the steel mill, came finally to acquire for himself and to give to others the culture of the ages. So I challenge you, of the junior college, to reconsider your curriculum. Think of yourself not as a bridge between high school and college but as an institution having a distinctive contribution, an institution that actually forms youth in the image of their life visions.

Then how may we meet youth's

challenge? How may we know the way? Amid the complexity of the present vocational situation I want to call your attention to the fact that all occupations tend to be upgraded from rudimentary and simple practices to scientific procedures. The untrained become the trained, the trained become the professional, the household domestic has become the nurse, the barber of Henry VIII has become the skilled surgeon, the indentured servant, the teacher. And in this process of upgrading the professions have tended to break up into parts and levels. Dentistry, once a unit in the medical field, is now itself subdivided into fifteen different occupations on two distinctly different levels. There is the orthodontist and the research dentist, and the like, on the post-graduate level, and the dental nurse, hygienist, or mechanic on the junior college level. Practically all fields of occupation group themselves broadly on levels that correspond with our school setup. There is the elementary school unskilled labor, the high-school semi-skilled labor, the junior college mechanical expert, the university white-collar job, and the graduate school profession. In the junior college it is our obligation—no, even our necessity—to study our community needs (and by community I mean that area which absorbs our youth in adult life) and determine where those needs are best met in the school system. I offer three simple criteria: (1) Does the community actually need this kind of trained adult? Do they employ sufficient number and over long enough time to justify the educational setup? (2) Do students actually wish to enter the field under

consideration? (3) Are the skills and knowledge required for the occupation on the junior college level?

My second challenge of the environment relates to teachers themselves. We spend a great deal of time talking about how poorly our students are prepared by the high schools, forgetting almost entirely to put our own teachers to the test we require of a high-school teacher. Most of our teachers in the junior college are inexperienced and underpaid. Their advancement will come from spending as little time as possible in the classroom or in classroom procedures, and as much time as possible in research, generally in a field not in any way related to the interests of the students they are teaching. In many instances the young teacher is practically forced (for the honor and glory of the institution) to spend all of his spare time acquiring a higher degree or writing some book or doing some piece of research unrelated to the classroom, so that he becomes less and less interested in the students he is teaching and influences them, forms them, liberates them, less and less. I know a teacher who is internationally famous for her scholarly contributions but who has been too busy for these many past years writing her books to have any time to talk to students, to know students, or to awaken visions in the minds of the students. Certainly, good teaching requires scholarship of the highest order. Any instructor must be sure of the great breadth and worth of the subject upon which he must draw. He must be sure of his materials in order that he will be free to rearrange them into new patterns for new and unrealized ends. If he

is not master of the breadth of his subject he must hold his subject to old patterns lest he lose his way. It is our problem to find teachers who have mastered the field in which they are teaching and whose joy comes not only in making further contributions in the field but in the thrilling experience of bringing that new knowledge to the threshold of the minds of youth.

My third challenge to you is to follow these youth into active vocational life and learn from them our own deficiencies. I know we have from time to time made studies of vocational placement and opportunities, but who of us has formed a vital advisory committee of young graduates to discuss and revamp the curriculum in terms of their real experience? Who of us has dared to throw aside the conventional pattern and follow the visions of youth? Who of us has so ordered life in the schoolroom that a Mary Antin might say of our institution, "This is my latest home, and it invites me to a glad new life. The endless ages have indeed throbbled through my blood, but a new rhythm dances in my veins. My spirit is not tied to the monumental past, any more than my feet were bound to my grandfather's house below the hill. It is not I that belong to the past, but the past that belongs to me. The junior college is the youngest of the institutions and inherits all that went before in history. And I am the youngest of its children, and into my hands is given all her priceless heritage, to the last white star espied through the telescope, to the last great thought of the philosopher. Mine is the whole majestic past, and mine is the shining future."

A Functional Approach to Philosophy

ALFRED G. FISK*

How shall we approach the teaching of philosophy? The answer, it seems to me, depends absolutely upon the situation in hand. All of us do not need to do the same thing. Indeed we should not all do the same. For where situations are different, where student purposes are of varying kinds, where student preparation differs, the handling of the situation will be, and should be, quite different.

Of the students who register for their first course of philosophy in our junior or smaller liberal arts colleges, few have any clear conception of what the word "philosophy" means. It may have for them an intriguing, sophisticated sound. They may be vaguely aware that the greatest thinkers of the ages have been called philosophers. To be a great thinker, therefore, one should study philosophy. And perhaps unconsciously they are not indifferent to the possibility of parading before others the fact that they have entered this esoteric field, that they now can consider the "philosophical implications" of a subject!

Some in the class may really have an inkling of the subject-field of philosophy. They may have entered the course because they are of an inquiring type of mind. They may even be saying to themselves: "Here is where I will solve all the problems

of life—discover the makeup of reality, find out whether life has any purpose and if so what it is, find the explanation of the universe." One is always glad for inquiring minds, but those who are expecting as much as this are not always the easiest to teach.

In most of our classes, too, we have a sprinkling of those who are expecting to transfer to the university. This mixing of students who expect to take but a course or two in the field, with others who are to go on to advanced work, makes much more difficult the problem of the introductory course. Shall we set up separate groups of courses—one group for those who may be considered terminal students, another for those who go on to a university and who may become majors in the field? If we do set up two such separate curricula—one university preparation, one life preparation—what shall be our procedure if one of the so-called terminal students decides later on to go to the university? What credit toward the major, if any, shall be given for the other type of course? Or shall they be considered mere waste of time as far as university work is concerned?

At the present time, the students we get who expect to transfer to a university are themselves of two types: first, those who expect to major or minor in philosophy and who want preparatory courses for that end. They are students really interested in the field of philosophy. The second type of transfer student never expects to go on in philosophy

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at the university. He will major in economics or English; but he is working for a Junior College Certificate and finds the six-unit sequence in philosophy a valuable course in meeting a requirement. And so to meet a requirement he takes the course. One wonders what Plato or Aristotle would have done with students who presented themselves not because they wanted to learn something, but because they wanted to get off one of their requirements!

Many of our classes, too, contain another type of student—those who don't even know why they took the course; it meets no requirement for them. The advisor suggested it, and they saw no reason to protest. Or they needed three more units to make up their 15, and hunting for something—anything—to fit into a convenient hour (so that they won't have to come at eight in the morning or stay after three) they come upon this course (which happens to be entitled, *Philosophy*) and as it rounds out their program so beautifully, they register for it without more thought.

As we instructors face a class made up of these varying elements, if we are thoughtful about it we ask ourselves: What ought we to teach? How should we begin? What subject matter? What method?

To answer these questions by referring to some university requirement, and to pattern as nearly as possible after that, is to let someone else do our thinking for us; it is to shift the problem, and the thinking it requires, upon someone else. It is to shirk the very thing that as philosophers we should stand for: the honest facing of problems and dealing with them.

Assuming that we try to analyze

the situation before us and work out a satisfactory answer for ourselves, there are in the main two approaches that we may make. There is that which emphasizes the content of the course, which says: "My business is to pass on the accumulated wisdom of the past. What Plato said, or what Thomas Aquinas said, is so important, so true, that these students should know it. I will give it to them. I will see that they learn it. I will test them at the end of the course and grade them according to the amount they have learned."

This approach may be thought of as the "pitcher-and-glass" method of teaching. The instructor holds in his hand a pitcher filled to the brim with knowledge—vital, important, life-giving knowledge it seems to him. The pupils are to reach out their empty glasses that he may fill them from this brimming source. He pours into each glass just enough—or perhaps a little more than enough, so as to allow for some spilling! The good pupils carry the glass carefully to their lips and drink it down—drink it down like good little boys taking their medicine without complaint: no gagging, no sputtering.

Back of this educational approach lies the attitude: "I know. What I have here is true and good. My superior wisdom offers it to you. You don't know. You need this wisdom. Drink it down!"

The other approach (I purposely draw the contrast sharply and am picturing extremes) is pupil-centered, not content-centered. It says: "Here is a student, or a group of students, living in a confusing age where many-sired voices call. To live well today and to go on living

tomorrow means the ability to evaluate the worth of these calls; it means developing the power to solve problems. How can I as a teacher be of most help to the student, in training him to think for himself and to develop this ability to solve his own problems?"

This latter method, sometimes called the functional approach, is the one I advocate. President Robert M. Hutchins of the University of Chicago (with whom we may disagree in many particulars) has made this significant statement: "The purpose of education is not to fill the minds of students with facts; it is not to reform them or amuse them or to make them expert technicians in any field. It is to teach them to think, if that be possible, and to think for themselves. Democratic government rests on the notion that the citizens will think for themselves. It is of the highest importance that there should be some places where they could learn to do it." While this should be true of all education, it should be especially so of the field of philosophy.

A functional approach to the study of philosophy would mean making philosophy student-centered, putting it on the level of the members of a specific class so that it can function in their actual living, be used by them in working out satisfying and satisfactory attitudes toward life. This means making philosophy apropos to student needs and problems in the confidence that students will best learn to think by thinking, learn philosophy by philosophizing: learn by doing, by functioning.

Philosophy needs to be brought down to everyday life, and specifically to the life of students in our

particular colleges in this year of 1937 with the problems and perplexities incident to our civilization. The criterion upon which we will judge the value of a course, the method of teaching, the content it entails, will always be: What will be of most value, of most use to the student?

The notion on the part of students that philosophy is something way up in the air—abstract and divorced from life—is perhaps more than anything else responsible for the smallness of classes in the subject. If we want to increase junior college offerings in philosophy, we must make our work functional, make it of use to students so that they will value it, take it, and recommend it.

In stressing this point of view, it will be recognized at once how much I owe to Dewey. He reminds us that the distinction between information and wisdom is old, and yet requires constantly to be redrawn. Information is knowledge that is merely acquired and stored up; wisdom is knowledge operating in the direction of powers to the better living of life. Information as information implies no special training of intellectual capacity; wisdom is the finest fruit of that training. And Dewey tells us that in the process of education, the amassing of information always tends to escape from the ideal of wisdom or good judgment; and he criticizes what he characterizes as the aim of making students "cyclopedias of useless information." In so many of our courses we are concerned with "covering so much ground" (i.e., putting content first) that the nurture of the mind falls into second place, and a bad second at that.

Now, of course, it is recognized by

Dewey or anyone else, that thinking cannot go on in a vacuum; that reflective thinking can only occur in a mind that possesses information as to matters of fact. But there is all the difference in the world whether the acquisition of information is treated as an end in itself or is made an integral portion of the training of thought. "The assumption that information which has been accumulated apart from use in the recognition and solution of a problem may later on be, at will, freely employed by thought is quite false." Thus Dewey trenchantly puts the case. And he goes on to say: "The only information which, otherwise than by accident, can be put to logical use is that acquired in the course of thinking."

An article in the *Kadelpian Review* for March 1936 applies this thesis of Dewey to the specific realm of philosophy. It is almost humorously entitled, "Making Human Phonograph Records," and the writer complains that students of philosophy often become parrots of subject matter, capable only of "intellectual gymnastics," not of coming to grips with the problems of our civilization.

It may be complained that the antithesis I have been setting up between content-centered and student-centered teaching is a false one. We may impart content in order to teach people to think. Just because we have the good of the pupils in mind, the content of our course may be emphasized. I grant that this may be so, yet I suggest that only that content which is apropos to the needs and problems of the student is for his good. What is of use or value to him remains the ultimate criterion.

I am not suggesting that we emphasize only the transient and temporary. That would indeed be a very superficial accounting of the case. I am quite ready to recognize the value in the timeless wisdom of Plato or Spinoza. But the reason such wisdom is timeless is because it is vital, useful to us now. Moreover, if we set out to study Plato with the problems of today in mind, we are much more likely to get something of worth out of him, than if we take up so many pages as an assignment. Whether we begin with Plato or with Einstein, as far as material in hand is concerned, is not nearly so important as it is in either case to begin *with the student*.

Our first task, if we would get students to think, is to open up problems, to deal with perplexities, to whet the inquiring spirit in the individual. In seeking his answers let the student be directed to Plato, to John Dewey, to anyone. But he must be aware of the problems these men faced and their relation to his own problems before the reading of them will become vital to him. When a student is aware of a problem himself and is in search of an answer he will read Santayana or Lucretius or Bertrand Russell and get something out of his reading.

When this approach to philosophy is used, the class becomes a group with a common problem, enlisted in the search for its solution. There will be differences of opinion, and that will all be to the good. If every member of such a group can be encouraged to contribute and to think, one has the perfect situation for the growth of the philosophic spirit.

It would seem that a straight lecture course could scarcely fulfill

the requirements of this functional approach to the teaching of philosophy. If we are to be student-centered, not content-centered, if we are to begin where the student is, we will have to let the student express himself. The lecture system fits perfectly what I have termed the "pitcher-and-glass" approach to teaching. It can scarcely tap the reactions and questions of students.

If the class period becomes a corporate quest in the solution of common problems, it is something that cannot be duplicated by outside reading. A lecture can be read as well as heard; but a discussion, if it is vital, cannot be swallowed like a glass of water: it involves participation which is constantly being modified by the presence and participation of the rest of the group. This process of inner change and development within the participant of a vital discussion has been excellently described by Miss M. P. Follet in her book, *The New State*, published some years ago but tremendously significant still. One need not add the comment which she and other educators have made: that it is far easier to deliver a lecture than to conduct a successful discussion hour, and that the latter takes far more preparation than the former.

There are times, of course, when an instructor may lecture for twenty minutes or an hour in answer to problems that have become an issue to the class. But only when what he is saying is really answering a felt question on the part of the students! How much of our lecturing is really that? And how much of it would go if we restricted it to that?

It is a stimulating and a challenging experience even to an instructor

to go into a class where he knows that any statement he makes is open to immediate question or contradiction by any member of the class.

If students cannot go out of our classes saying to themselves: "There, that was something worth while! I wouldn't have missed that for anything!"—if they are not better equipped for facing life's problems; if they will not use in actual living the stuff of their philosophy course—then it has served no functional purpose, and I ask: Of what value has it been?

FORT SCOTT GROWTH

During the past few years Fort Scott Junior College, Kansas, has grown from 99 to 360 students. Two factors are reported to account in large part for this growth. One is that almost all local high-school graduates who continue their education enroll in the junior college. A year ago, of a high-school graduating class of 150 students, 104 enrolled as freshmen in Fort Scott Junior College and only one went elsewhere to college. This fall, of a graduating class of 160 last year, only four went away from Fort Scott for freshman work. The second factor is the interest of the community in the local institution to the extent that it is willing to make a real financial sacrifice in order to guarantee its continuance.

CURRICULUM STUDY

The Registration and Curriculum Committee of Mars Hill Junior College, North Carolina, is undertaking a restudy of courses and curriculum arrangement, and during the year will compile and survey suggestions from many sources.

Junior College Speech Contests

P. MERVILLE LARSON*

For the sake of brevity, I shall use the terms "contests" and "tournaments" to refer only to junior college events unless otherwise specified. Probably the first college debate tournament of any kind was held at Southwestern College, Winfield, Kansas, some ten years ago. It was not, however, until 1930 that a distinction between junior and senior college teams was made. This event is one of the earliest events of the season and is primarily for the purpose of practice.

Phi Rho Pi, our national junior college forensic society, began holding a sort of tournament with, I believe, the 1929 convention. At first only debate and oratory were included, and only three or four colleges comprised the convention. In 1930 extempore speaking was added, and in 1934 separate divisions for men and women were created. Last year representatives from 27 colleges, representing virtually every section of the nation, were in attendance.

With mushroom-like rapidity tournaments and contests have sprung up at almost every college crossroads. Many colleges sponsor them, and practically every state association has its annual event. These contests are as variegated in type as the colors of Joseph's cloak.

We may well pause a moment to examine what values and purposes motivate them. Are they really worth while? And if so, why? The early season practice tournament is created primarily for practice, according to its various sponsors. Without any doubt it does accomplish this; but does it really produce this result in its most valuable forms? Two debate teams frequently meet each other in small rooms, ill-adapted to debating, with no critic, and all too frequently with not even a timekeeper or chairman. If such debates precede later decision rounds, they all too often are not even good farce or burlesque, the debaters not desiring to "give away their cases." More often the debaters do not use their allotted time, again because they do not choose to divulge their evidence. The debaters have no idea as to how well or how poorly they have debated; they have no way of knowing why they did one thing well or another thing poorly, except as they interpreted their own actions to themselves. All of us know that inexperienced debaters cannot do this satisfactorily. As a result these so-called practice debates become mere time-wasters. Thus the practice meet has defeated the very purpose for which it was created.

The remedies are simple and easily applied. Instead of striving to make each tournament bigger than the preceding one, we should limit the number of teams sufficiently so that we can provide reasonably

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good critics for each debate. Then we should allow enough time between each round of debates for a discussion of each debate by critic and debaters, perhaps as much as 15 to 30 minutes. From the educational point of view, these practice debates are far more important than the so-called championship debates at season-end meets. I am not so sure, however, that the discussion period would be out of place even at national tournaments. During this discussion period the critic, or discussion leader, should freely and frankly criticize, both destructively and constructively. Admittedly the comment of the critic will be subjective, perhaps even prejudiced and biased, but even this is better than nothing at all. It may be that some sort of outline form for criticism should be given the debaters that they may have a written record for later analysis.

A second purpose of forensic contests, and incidentally one with which I have little sympathy, is that of determining champions. When that becomes the sole, or even the major, purpose of speech contests I hope administrators will properly apply the boot to forensics at such place as will produce most effective results. I know there are individuals, however, who believe that our late-season state, regional, and national meets are primarily for this purpose. Quite frankly, I believe our whole contest system should be primarily an educative process.

A third value or purpose, which I have chosen to label incidental, really covers, like the old hoop-skirt, a number of things without really touching anything. Another reason for labeling them incidental

is the fact that actually, up to the present, most of them have been nothing more than incidental in our thinking. Of these, social contacts are doubtless the most important. Lasting friendships, pleasant acquaintance, and a more tolerant view of life are all results of rubbing elbows with others. For my own part, some of my very best friends have developed out of these forensic events. Another incidental value is the seeing of new places and things. One of my students, who later became a national champion, had never been out of Kansas and seldom out of his county, prior to his forensic experiences. Another incidental item to which I shall give only passing mention is sportsmanship, not because it is insignificant, but because it is so well discussed in the splendid article in a recent issue of the *Quarterly Journal of Speech* by J. Edmund Mayer of Topeka.

The last of these incidental values, which should be primary, is the educational value. Pause for just a moment to analyze your own experiences. Aren't the chief, if not almost the whole, of the educational values of forensic contests those which you, as a teacher of speech, inculcate before the contest ever begins? How many speech contests which you have attended had any consciously planned provisions for giving your students real education in better speech of any kind? Most of them, unfortunately, had judges who merely told the contestant that he ranked first, last, or in between, without giving him the least inkling of why, to say nothing of letting him know what his marks of superiority or inferiority were.

This leads me to a fourth item

which seems to belong in no one spot, for it is not a value exactly, nor is it anything new. This is the ballot. In our own speech contests we have developed a rather complete set of ballots, each for a different event, with brief explanation for the judge as to our interpretation of each part. Admittedly this is formal and mechanical, but it is better than nothing. True, every judge may have a different opinion, but a careful study of these ballots over a number of years convinces me that, for all their defects, they do tend to explain the "why" of a decision to a student far better than a mere "affirmative" or "negative," sealed in great secrecy and delivered to the tournament office. Again, are we to do nothing but determine winners? I can recall too many experiences of students pleading with me for suggestions and criticisms, of students coming to the tournament office requesting the criticism section of the ballot, for me to believe that these are not worth while.

We may well ask, what are we doing to make our contests educational? May I suggest how some far-sighted individuals are leading us out of bondage; how they are making our forensic contests conform to life situations and thus cloaking them with educative values.

In debate we find the dialogue form which brings debate into the drawing-room of life. Then for the budding young lawyer we have the cross-examination and congressional styles. For our legislators of tomorrow the heckling type is well suited, nor is its value to be denied as practical to the family man. For the social scientist, as well as for

the business man, the case method offers excellent training.

Perhaps oratory is the greatest bulwark of speech conservatism, but even here we detect signs of the times. Oratory, as most of us know it in college, was, paradoxically enough, conceived in sterility and delivered *in vacuo*. However, recent volumes of college oratory show signs of health and recovery in the patient. In actual contest work we find that speakers are made to adapt their orations to varying audience situations such as college classes in different fields. Then the audiences are asked to rate the speakers on the basis of what factual contribution has been made to their knowledge, to what extent their thinking has been stimulated, and to what extent they have been emotionally moved. These are the things by which speeches before civic clubs, college assemblies, and other organizations are usually tested. In other rounds, hypothetical audiences, such as D.A.R. meetings, labor union sessions, and a host of others, are drawn by the speakers; and in these, speech teachers judge the orators on their adaptation to these audiences. Sometimes provision is made for a separate round in which the orators are allowed to heckle and challenge each other. I think the judges should be allowed to do some of this.

A newer type of contest that seems to have grown out of real life situations is that of impromptu speaking. Two general types of this are possible, one in which the talks are on current events, the other making use of the college subject matter constituting the major interests of the student.

Not greatly different is the after-dinner speaking contest. Probably no type of speaking is of more practical value to the student. If such contest is held in connection with an actual dinner for, say, a whole convention, it can replace the usual boring "inspirational" talk, and at the same time afford a period of relaxation and real enjoyment for everyone. Our own experiences with this have been most pleasant.

Another form is the legislative assembly. It is, as far as possible under the time limitations, a replica of a state legislature. That it holds real possibilities is evidenced by the fact that Pi Kappa Delta plans to include such an event in its 1938 National Convention.

Finally, we may ask, why change? Isn't our present junior college contest system adequate? Already a number of reasons have been suggested to the contrary. May I be more specific. It is my firm conviction that within the next few years our college administrators are going to call on us to justify the existence of the contest system. If we cannot prove its educational value, we are going to be compelled to get rid of it. Consequently, we must set up our objectives and ask ourselves, "Are these educational?" "Is the debate practice tournament educational?" "Is the determination of a winner educationally sound?" "Are the incidental values really making it easier for the student to adjust himself to the world?" "Do our ballots conform to sound educational policy?" "Are the events we include in our contest system in keeping with the aims of education?" By applying these principles in our own everyday forensic

relations, we can solve the problem perhaps before it becomes a menace to a really worth-while program.

We must revise our contest system to emphasize the "why" of superiority, rather than the superiority alone; and we must make our contest system teach our students something educationally worth while.

SUMMER RANCH CAMP

The second session of the Virginia Intermont College Ranch Camp, located on the beautiful bluegrass ranch of eleven hundred acres in picturesque Holston Valley, closed August 19 after a most successful season of eight weeks of varied and bustling activities. Over seventy gay-spirited "Dudines," or dude cowgirls, from seventeen states and three foreign countries were enrolled. They, together with the thirty-odd councilors and administrative staff, crowded the capacity of the camp to its limit.

Miss Marguerite Pflug, dean of the College, was director of the camp, and Mr. H. G. Noffsinger, Jr., also of the college administrative staff, was business manager.

BRADFORD SURVEY

The trustees of Bradford Junior College, Massachusetts, have completed arrangements with Dr. Walter C. Eells, professor of education, of Stanford University, and Dr. Jesse B. Davis, dean of the School of Education of Boston University, to make a general survey of the College this fall. The survey is expected to become a basis for a program of rational expansion of the plant and field of this leading New England junior college.

The Junior College—An Upward Extension

FLOYD S. HAYDEN*

When we stop building our educational institutions around football teams and around the ego of local community pride we may hope to approach a more sound philosophy of education. We have fallen into the bad habit of thinking of our educational progress as divided into horizontal units. If it were not for its popular acceptance, some other term rather than that of "educational ladder" would be more acceptable in educational theory.

When the junior college was in its inception the writer, in connection with graduate work at the University of Chicago, made a brief survey of the schools of Gary, Indiana. When Superintendent William A. Wirt was asked as to the different divisions of Gary's educational years, he answered, "Our educational system begins with the kindergarten and ends with the fourteenth year." One building would house all fifteen years of work, constituting a junior democracy. Principals and supervisors connected with the work pointed out that in the family and on the street there were all ages of people, and hence in educating for life it might be well to eliminate all artificial divisions. Twenty years have elapsed since this survey, but if one will listen to present-day educational discussions he will hear the term "vertical" plan of education

embodying the theory that a sound educational philosophy can be built only with the vertical outlook.

To go back even ten years farther than the writer's Gary survey, William Rainey Harper, president of the University of Chicago, expressed the opinion that there was a natural division between the two lower years of the university and the work above these years. He felt that the work of these lower years was rather out of place in the more serious specialized atmosphere of a university. A few years later David Starr Jordan, then president of Stanford University, was of the definite opinion that the university would function better as an educational institution if the freshman and sophomore years were cut off and pushed back into the secondary field of education. He felt that the work of these two years belonged to the field of general education and should furnish the "cap sheaf" for perhaps the large masses of school-going population. Alexis F. Lange, then dean of the University of California, joined with Dr. Jordan in this opinion, and the two men became the foster fathers of the junior college in California.

So far as the writer can find there was never any idea in the minds of these great educators that the two lower years of the university should be cut off and become a distinct educational institution. When the sun god, however, began to throw off his meteorites strange things happened. Dazzled by the bright-

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ness boards of education and superintendents began to say, "Here is our opportunity to get a college. Half a loaf is better than none." Instead of allowing the nebula to incorporate itself as a part of the secondary educational planet, as the university fathers had hoped, some devotees shaped a new planet suspended between the college and the high school. The founders had argued that the college freshman and sophomore were too immature, too young, not of serious intent, the process of their education was too expensive. They felt that this age of student would be much better off at home for two years more, where the expense would not be so great and where home guidance still prevailed. In many instances he should not look educationally beyond these two years. To introduce him into the university atmosphere was to raise false hopes and to direct him away from the busy thoroughfares of life where he was needed and where he often logically belonged by virtue of his natural ability.

The wise move at this point would have been to re-evaluate our philosophy of education and to determine how the secondary field could best serve the needs of these young men and women with a wise and reasonable expenditure of public money. The postgraduate field of the high school had already begun to grow until in a number of high schools the thirteenth and fourteenth years were simply given the name "junior college." Perhaps here is where the evil crept in. The name dazzled both the young and the old. Real estate promoters saw the advantage of a college set on a hill; community pride asserted itself; the youth said we want a real col-

lege where we may get away from home like cousin George, and where we may have a "college" football team to root for.

All of these crosscurrents tended to confuse the real issue until it was almost lost sight of. It was then that the term "regional junior college" was born. The term "college" still blinded us; and then California, always desirous of doing things on a big scale, envisaged a number of large junior colleges dotting the state here and there. Shades of Harper, Jordan, and Lange were forgotten. Forgotten was the fact that the student is still as young if not more so, still as immature, still in need of community contacts in his practical preparation for life's immediate fields. The cost was lost sight of, dormitories were introduced, and the cost of transportation greatly increased. The reasons for this large junior college, a separate two-year institution, are usually twofold: the plant, its campus and its equipment, will more nearly equal the four-year college; the athletics, other student activities, and the social life will be a close second to that of the university.

Robert Maynard Hutchins, in the *Harper's Magazine* for October 1936, says, "The most striking fact about the higher learning in America is the confusion that besets it. This confusion begins in the high school and continues to the loftiest levels of the university." Dr. Hutchins continues by saying that "love of money" is one of the first causes of this confusion. Love of money means we must have larger universities and larger stadiums. We go to "unusual lengths to house, feed, and amuse the young."

Along with Harper, Jordan, and

Lange, Hutchins also thinks that the natural division between the university and the secondary field comes at the end of the sophomore year in college. Dr. Hutchins predicts that the time will come when "we may expect to see a junior college wherever there is a high school today. There are already 450 of them, public and private, in this country. Eighty-five per cent of the public ones are in high-school buildings. They will therefore find it easy to take over the last two years of high school and develop a four-year unit devoted to general education. Under these circumstances we may expect the ordinary youth to stay at home and complete the work of the sophomore year in college."

In the pioneer days of the high school we found that in order to make education universal we must make it accessible. Even among college students, statistics show that 75 per cent of them come from a radius of less than 100 miles from the institution. Dr. Hutchins points out that "The proposed prize awards of the University of Rochester and the national scholarships at Harvard are attempts to correct this situation. They will be unsuccessful; for they are against the inevitable and desirable trend of American education." A junior college in practically every high school would immeasurably extend the opportunities of this general education which we are talking about. Aping the college campus would then be lost sight of and general education, in touch with community life, would tend to keep its feet on the ground.

At this point some may say we are willing to depart with you from

the large regional junior college, attempting to serve a large area, but we still think the junior college within a community should be a distinct unit. To my mind they have established no valid reasons for this theory. A separate unit is expensive, and would be impossible for this reason in many districts. The argument of psychological age is not substantiated by psychology itself. Arguments advanced regarding school spirit, athletics, social life, and the like, could be applied equally well to any unit of two or three years from the junior high school age on up. It seems to the writer that the whole question of the junior college years boils itself down mainly to these facts. Modern society seems to need two years of general education beyond the high school. The secondary system, with its community consciousness and its home supervision, seems best adapted to give this education. If this opportunity of a general education is to be extended to all the children of all the people it should be offered in as many communities as possible and not simply in large cities or large regional junior colleges. The natural unit to undertake this work, and not overburden the taxpayer, is the already existing high school. In some communities this may mean an 8-6 school system, in others a 6-3-5, and in still others a 6-4-4. If experiments are also desirable for an 8-4-2, or a 6-3-3-2, we only hope that all of our experiments may be guided by a sound educational philosophy rather than the lure of money, the football urge, the press of society, a college on a hill, or any other "sounding brass or tinkling cymbal."

The Junior College Meets Multiple Needs

H. M. LAFFERTY*

The junior college is distinctly not a transitional point between senior high school and the upper division of college. Instead, it has for its function the recognition of the multiple needs and interests of students just graduating from high school, together with the provision for and assimilation of these varied needs and interests into a unified whole (which we call a general education), a whole that will eventually flavor, condition, enrich, and make more satisfying the concentrated instructional program which awaits the junior, senior, and graduate student.

The aims and objectives of the junior college center around equipping the student with a fully rounded, adequate education that will make for easier, more satisfying adjustment to society. MacKay interprets the position of the junior college:

The junior college is fundamentally a part of the general education or common school educational program of the state. It is a continuation of junior-senior high school education. It is the last stage of the state's responsibility for the education which starts at kindergarten and gives to the citizen those understandings, backgrounds, interpre-

tations, and abilities needed in social relationships. The two years of college constitute the last stage of formal schooling provided for all by the state for training in trades, occupations, or vocations so that the individual member of society can earn a living.¹

Wellemeyer says:

The junior college is no longer merely academic and preparatory. It has become almost overnight a great social institution which strangely occupies the most strategic and critical position in the entire educational system. Elementary school procedure is pretty well understood and definitely determined within the first six years. At the other end of the educational system in our senior colleges and universities the call for specialization and research is perfectly clear. But what is to be said of this "no man's land" which lies between? There it is that our fundamental social problems of the future must be solved and there it is that the junior college must assume a definite leadership.²

Such an emphasis upon the development of a "social intelligence" differs markedly from the specialized interests of the senior colleges and universities. Dr. R. M. Hutchins, in viewing the conflict of educational purposes and philosophies of the first two years of college with the purposes and philosophy of subsequent college work, finds ample justification for eliminating freshman and sophomore studies from the four-year institutions:

In the first place, few universities are so situated as to be interested or

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¹ D. W. MacKay, "Four Challenges of the Junior College," *The Junior College Journal* (April 1935), V, 342.

² J. E. Wellemeyer, "Junior College Trends," *The Junior College Journal* (April 1935), V, 377.

influential in the problems of public education. For those which are not so situated the only answer is the abolition of the freshman and sophomore years. In the second place, even if a university is so situated as to develop a scheme for public education, it is doubtful whether it should do so. A university has enough trouble with the problems of the higher learning. Taking on the burden of philanthropic work, no matter how valuable, can only diminish its effectiveness in its proper field.³

Again Dr. Hutchins states:

The presence of freshmen and sophomores leads to one or two results, both of them bad. On the one hand, the university may become an overgrown college where the success of a professor is determined by his ability to keep students awake and his extracurriculum influence on their morals and manners. In such an institution the guiding star of educational policy is what the students say or even what the student paper says. On the other hand, the university may exploit the freshmen and sophomores, placing them in the hands of graduate students, who are given teaching posts instead of fellowships. In these circumstances promotion depends upon research; an interest in the problem of teaching undergraduates may be a definite liability. A university that attempts to do freshman and sophomore work therefore ends up doing either a poor university job or a poor college job. And one or the other of these situations obtains at almost every American university today.⁴

Obviously, the junior college is no longer essentially college preparatory in scope. The junior college justifies its position by providing

symmetry to the general educational pattern drawn up for the junior-senior high schools; by providing junior college graduates with the social equipment to which they, as American citizens, are justly entitled. It is the chief exponent of a general education whose "object is the individual—to make of him a positive, responsive, contributing unit in social affairs by cultivating him to the limit of his powers."

Whether the junior college will eventually merge with the senior high school, or whether it will maintain a separate existence, remains to be seen. What is important now is that the junior college places emphasis upon a totality of individual development; that the work of the junior and the senior high school will be augmented and further integrated into a basic framework on which to support most effectively and most satisfyingly the specialized training that comes with the upper levels of collegiate instruction.

The junior college is a significant financial asset to Joliet. The fact that three hundred young people who might be in school elsewhere live here and spend their money here each year is not to be ignored. Were these three hundred students attending college elsewhere, it is conservatively estimated that \$250,000 of Joliet's money would be spent in other communities. The total operating cost of the Joliet Junior College is less than one-fifth of this amount. It may be safely said then that the junior college is a financial asset both to the family and to the community.—Oak Park (Illinois) *Oak Leaves*.

³ R. M. Hutchins, "The Confusion in Higher Education," *Harpers Magazine* (October 1936), p. 452.

⁴ *Ibid.*, p. 451.

Objectives for Junior College Mathematics

L. J. ADAMS*

At a meeting of the Southern California Section of the Mathematical Association of America in the spring of 1936, the late Dr. Frank C. Touton, co-author of the Hawkes-Luby-Touton series of algebra texts, gave a list of objectives for junior college mathematics. As this particular matter has received very little attention from educators or mathematics instructors, it seems appropriate to list Dr. Touton's objectives here. Briefly, they are: (1) healthful living, (2) application of fundamental processes to scientific and social phenomena, (3) interests and aptitudes of students, (4) maximum natural capacity, (5) economic independence and advanced training, (6) aesthetic and recreational aims, (7) group conduct, (8) home life, (9) past and present, (10) larger world group.

These objectives, as Dr. Touton pointed out, can be approached best by outlining different programs for the junior college as a whole, the mathematics department, and each course offered by the department. Certainly it would be a progressive step, leading toward definite coordination and greater service to the students, were the mathematics department of each junior college to outline such programs and take specific measures to fulfill them. It is hardly necessary to remark that

objectives must be accompanied by explicit activities designed to meet them, and that both objectives and activities must be eminently practicable to be of any value.

It will not be the scope of this article to elaborate on each of the objectives. Rather it will be restricted to comments on two typical items of the list and an appeal for their adoption as objectives for junior college mathematics. Let us examine briefly the first and second objectives.

What can the mathematics department do about the "healthful living" of the students? Is this objective a function of the physical education department? It is only logical to assert that the mathematics department can and should contribute toward the healthful living of the students. It is difficult to state, in general terms, how all junior college mathematics departments can meet this particular aim. The situation varies too much, depending as it does upon the community served. That something can be done is, on the other hand, self-evident. The important thing is to make a study of the possibilities of this objective, to list certain activities and to carry them to successful conclusion.

The second objective of the list is the one most assiduously sought and the one most usually achieved. It is nevertheless true that social phenomena are only beginning to receive the attention they deserve

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in mathematics classes. Every mathematics course has some place in it for statistical studies, and the mathematics instructor fails in his duty if he does not devote some time to the discussion of the underlying social principles. Although classroom discussion of social principles is certainly adscititious, in so far as mathematics is concerned, it has an intrinsic value which must not be ignored. Mathematics of investment, probability, life insurance, variation, and numerous other topics scattered throughout the entire range of mathematical subjects offer opportunities in this respect.

The other objectives in the list could be discussed with profit. In general all ten objectives fall naturally into two groups — those which are peculiar to mathematics itself and those which might apply to any field of knowledge. We have commented on one of each type. There is, however, a danger inherent in any one person's elucidation of a set of objectives. The imagination and reflective thought of the reader might be led away from his natural channels of thought, which would be the modification of the concept most suited to his own experience and orientation.

The bare adoption of a list of objectives is a fruitless gesture. A departmental meeting devoted to a discussion of "what we can do to meet these objectives" is valueless unless planned, co-ordinated action follows, directed toward realization of the aims under consideration. Junior college mathematics instructors would do well to weigh these ten lacunary aims very carefully, "adopt" them as objectives, and embark upon a program of activities designed to fulfill them.

FINANCES OF INTERMONT

Financially, Intermont College is in sound condition. The recent audit by a certified public accountant shows all bills paid, no debts of any kind, and approximately two hundred thousand dollars permanently invested in income-bearing endowment funds. The Baptist Board of Missions and Education allocates five or six thousand dollars per year for Intermont. The alumnae are now raising two thousand dollars to reseal the chapel. The Carnegie Corporation of New York has just made the Intermont College library a grant of fifteen hundred dollars with which to purchase new books. A building fund for a new library building has just been started with a substantial amount.—From a message from President H. G. Noffsinger of Virginia Intermont College, in the *Bristol Herald-Courier*.

NEW COURSES OFFERED

Los Angeles Junior College is offering this fall no less than thirty new courses in the fields of art, biological science, business, cultural arts, drama, English, foreign languages, history, library science, mathematics, music, photography, and physical education.

KAPPA DELTA PHI

Iota chapter of Kappa Delta Phi was installed at Tiffin Business University, Tiffin, Ohio, May 24-27. The initial membership consisted of sixteen active and six alumnae members. In 1930 Tiffin Business University was admitted to membership in the American Association of Junior Colleges.

"Ancient History"

NEED FOR JUNIOR COLLEGES

The need for local junior colleges was thus expressed by Dr. Charles H. Judd in 1913:

Students who go to college under our present plan are often mentally and socially immature. The shock of readjustment is very great, and many a student loses much time and energy in the radical change in his habits of life and study. Society has recognized this fact and has attempted to make the adjustment as easy as possible for the immature student by keeping him for the first years of his college work as near home as possible. The most striking fact which has been brought out in recent investigations is that American colleges are local institutions. The colleges of the great universities are local and the small colleges are chiefly justified in their struggle for existence by the fact that they bring the advantages of a complete education to boys and girls who could not go far away to attend college. The defense is valid, because a local institution is likely to save the student from some of the dangers of readjustment. Why not extend the advantages now provided here and there to as wide a range of people as possible? If the local college does a service when it provides that a group shall enjoy under favorable conditions an extension of high-school training, why not make the advantages of such an extension accessible to all children through an enlargement of the local institution best fitted to carry on this work? Strong public high schools ready to do the work of the freshman

and sophomore years are the right and duty of every community. They exist today in a form which calls for very little enlargement, in all the leading centers of population in this country.¹

EARLY POLICY AT JOLIET

J. Stanley Brown, then Superintendent of the Joliet Township High School, made this very meaningful statement in 1902, outlining some advantages of the extended secondary school in Joliet:

The growing demand for a greater and more extended opportunity to do high-school work has led to the formation of the five-year course and the six-year course.

The policy of this school has always been to encourage students to remain in school and to continue their work as long as it seemed profitable to do so. The work suggested in the five- and six-year courses is meant to encourage the student to pursue his life-preparation further and to foster the policy of persuading and encouraging the young people to continue in their school work at home.

The opportunity here offered is better than that found in most higher institutions of learning and ought to be appreciated and grasped by the youth of the community. All who are looking forward to a course of study in some college or university may shorten that course one or two years by doing all that can be done here at the home school. Many whose lives are so circumscribed that they may be deprived of the privilege of going away from home to a higher institution of learning may do, under excellent teachers and parental supervision, a great part of the work which is offered at the higher institution.²

¹ *School Review* (January 1913), XXI, 19-20.

² *First Report of the Joliet Township High School* (Joliet, Illinois, 1903), p. 78.

The Junior College World

FIELD FOR EXPANSION

Kappa Delta Phi has just concluded its most successful year since the depression halted expansion and began taking its toll of active chapters. True, there was a discouraging time this year when Mississippi Synodical College decided to abandon sororities as an economy measure, and Zeta chapter was forced to join the inactive list. But the encouraging factors far outweighed the discouraging. Alumnae members responded eagerly to calls for workers. Opportunities are ripe for further expansion. The junior college movement is growing, and more schools are becoming interested in junior college fraternities and sororities. Every member of the sorority, active and alumnae, should be alert to expansion opportunities. In all parts of the country the municipal junior college is gaining strength. But numbers are not everything, and in our zeal to expand let us not lower the standards of our organization by going into a type of institution of which we could not be proud. Kappa Delta Phi was founded in a junior college; its active chapters are located in junior colleges. The American Association of Junior Colleges recognizes nearly five hundred junior colleges in the United States. Here is a rich field for expansion without branching out into those institutions whose requirements do not come up to the standards of the recognized junior college.—From an editorial by DOROTHY KNAPPENBERGER, in *The Torch of Kappa Delta Phi*, 1937.

EDUCATIONAL BROADCASTING

The first national conference on Educational Broadcasting was held in Washington in December 1936, for the purpose of providing a national forum where problems, studies, and experiences in radio education could be discussed. The sponsors of the first conference were convinced by its accomplishments that a second conference would be of great value.

The second conference will be held in Chicago at the Drake Hotel, November 29, 30, and December 1, 1937. The Program Committee has outlined an interesting program which will include discussions of the American system of broadcasting, an evaluation of broadcasting from the public point of view, an appraisal of educational broadcasting, and the future of radio. Distinguished representatives of education, the radio industry, and the radio audience will lead these discussions, and those of a more specialized nature which will be considered in the series of section meetings.

BALTIMORE JUNIOR COLLEGE

The University of Baltimore this fall has opened a junior college with William H. Wilhelm as dean and Dr. Theodore H. Wilson, formerly head of National Park Seminary and of Chevy Chase Junior College, as educational adviser. It has been found that in Baltimore and throughout the state of Maryland approximately only one-third of the graduates of high schools

now enter higher institutions. Many of the other two-thirds would like to do so if, at relatively little expense, they could prepare themselves for some of the many occupations that are constantly opening to both young men and young women who have at least two years of collegiate training. The purpose of the Junior College of the University of Baltimore is to supplement the work of the public schools and the colleges of the city and the state. The junior college will not attempt to duplicate or to parallel the work of the freshman and sophomore years of the Johns Hopkins University, Goucher College, the University of Maryland, Loyola College, or any other four-year college. The junior college will seek, rather to offer a two-year program that is half general and half occupational in character. The general courses are intended to enable both young men and young women to write and speak effectively; keep informed on current affairs; form the habit of selecting wisely and reading widely current books and magazines; understand the most important discoveries of science; and to improve their personal relationships in the family, in clubs, in business, and in the community. The occupational courses are intended to enable both young men and women to become competent in their chosen lifework.

FACULTY AT CENTENARY

New appointments to the faculty at Centenary Junior College this fall include Dr. Walter G. Stewart of New York City, a graduate of Clark University, who will teach chemistry and science orientation. Dr. Stewart has his Master's degree also from Clark University and the

degree of Doctor of Philosophy from Columbia University.

Dr. Doris A. Fraser of Philadelphia, Pennsylvania, who has been teaching for the past nine years in the medical school of the University of Pennsylvania, will give courses in biology, bacteriology, and hygiene. Miss Fraser is a graduate of the University of Pennsylvania, from which institution she also has her doctorate in philosophy.

Dr. Leila Custard of Allentown, Pennsylvania, has been appointed to the social science department. A graduate of Goucher College, Miss Custard earned the degree of Bachelor of Pedagogy at Syracuse University and also holds the degrees of Master of Arts and Doctor of Philosophy from the University of Southern California. She comes to Centenary from Maryland College for Women, where she has been teaching in the social science department for the past three years.

Miss Marian Calder of Dallas, Texas, will teach clothing. Miss Calder attended the Carnegie Institute of Technology and is a graduate of the Texas State College for Women. She has the degree of Master of Science in textile engineering from Lowell Textile Institute.

Miss Helen Hutchings, B.S., will be the Centenary librarian. A graduate of the University of Missouri, Miss Hutchings received her library training at Syracuse University. She has had experience in the libraries at Johns Hopkins and Princeton universities and for the past three years has been librarian in the public library at Glen Ridge, New Jersey.

SEMI-PROFESSIONAL COURSES

Stockton Junior College, California, has appointed George S. Eby

and Herbert F. Welch as associate professors of engineering and technology. They will offer courses, beginning this fall, in radio technology, electrical technology, mechanical and structural drafting, and photographic technology.

New courses in these fields are to be combined with work in science and engineering to provide a program of training to fit young men and women for the semiprofessional occupations such as electrical and radio sales, service, and operation; mechanical and structural drafting, surveying, commercial art, and photography. The nature of the work and the place of the courses lies between the trade school, which emphasizes the mechanical skills, and the training of the professional engineer, which deals with advanced theory and design.

The work in these courses of study will emphasize the personal development and adjustment values which are gained through courses in business administration, public speaking, applied psychology, and social science. This emphasis is in response to a survey of occupations in the Western States which revealed 700 different occupations of this semiprofessional type. It has also been found that a large majority of these occupations require a training which, in addition to familiarizing the student with the technical aspects of the work, will help him solve problems, adjust to new situations, and adapt to different people. One report shows over 80 per cent of the failures in these fields to be due not to a lack of trade skills but to weakness in the personality factors involved in the job.

Mr. Eby is co-author with Mr. Welch of three textbooks: one in

radio, one in physical science, one in mechanical drawing, which are being published by McGraw-Hill, Ginn and Company, and American Book Company. Several educational motion pictures have been produced by Messrs. Eby and Welch which are now in commercial production.

CALIFORNIA LEGISLATION

According to the California State Department of Education the following significant changes were made at the last session of the legislature in legislation governing public junior colleges in the state:

Reorganizes School Code sections relating to junior colleges. Authorizes governing boards of high-school and junior college districts maintaining junior colleges to maintain four-year junior colleges, with the approval of the Superintendent of Public Instruction and the State Board of Education, for grades 10 to 14, inclusive. If in a junior college district embracing two or more high-school districts, consent of governing board of each high-school district is required for maintenance of four-year junior college.

State apportionments on account of average daily attendance in four-year junior colleges in junior college districts to be entirely from state junior college fund.

County junior college tuition for nonresident students not to be charged for eleventh- and twelfth-grade students.

Fixes 120 credit hours as minimum graduation requirement from four-year junior college.

Authorizes maintenance of special day and evening junior college classes.

Increases from three million dollars to five million dollars the minimum assessed valuation required of a high-school district for establishment of junior college courses.

Authorizes high-school districts with four-year junior college, or high-school

districts which are part of junior college districts maintaining a four-year junior college, to maintain junior high schools only in lieu of junior and senior high schools or four-year high schools.

YONKERS JUNIOR COLLEGE

Establishment of a permanent, self-sustaining county junior college in Yonkers, New York, will be undertaken by a fund-raising committee representing numerous interests in the city. Frank E. Cooley, Jr., director of the Yonkers Collegiate Center, which closed on July 23 after WPA funds were withdrawn from twenty similar projects throughout the state, announced plans for the drive, which must raise \$50,000. Officials of a university in New York City have agreed to assume full supervision of the college once it is established, according to the directors. A moderate tuition will be charged students in contrast with the free instruction of the former Collegiate Center. Full college credit will be granted in all work and students who complete the two-year course will be eligible for transfer as third-year students to all colleges and universities which accept the New York City institution's standards.

TEXAS TEACHER TRAINING

Last year for the first time the junior colleges of Texas added another course to their curriculum known as teacher-training subjects. This course is divided into five parts which are school music, school art, handwriting, natural science, and elementary school curriculum. The student may earn six semester-hours' credit in each course with one exception. In the school art

course a part of the time is devoted to the teaching of handwriting. These courses combined give three hours credit each semester. These courses are designed to meet the educational requirements for teaching in unaffiliated elementary schools and also form the necessary background for further educational courses for teachers in senior college. The general aims of these courses are:

1. To give the student a general perspective of each field.
2. To give the student the teaching methods and available sources of material necessary for teaching in the lower elementary grades.
3. To stimulate an interest in the cultural subjects.
4. To help the student to discover his interests and personal aptitudes.
5. To help the student to utilize in an effective manner elements found in his immediate surroundings in the constructing of a vital course of study.
6. To awaken a realization of beauty in all phases of life.

VIRGINIA INTERMONT

Thanks to the initiative and energy of the alumnae association, the college auditorium is rapidly being transformed into what undoubtedly will be the show place of the campus—the Alumnae Memorial Chapel.

In striking contrast with the memory pictures of the old interior, returning students and faculty are going to be moved to wonder at the simple beauty and dignity of the new chapel. They will notice at once the beautiful new hardwood floor, the new celotex acoustical ceiling, the cyclorama and other new equipment for the stage, the indirect lighting, the unit heating

system eliminating all radiators, and the lovely new art-glass windows. But the biggest and best change of all is the addition of the attractive new auditorium chairs, which give to the chapel an entirely new appearance, to say nothing of the added comfort.

At their annual meeting last Commencement, the alumnae voted to accept the responsibility of reseating the chapel. The plan adopted was to solicit subscriptions from former students, faculty, and friends and to have the name of each donor appear on an attractive plate for each chair. The idea was enthusiastically endorsed, and soon enough subscriptions were received to assure the success of the undertaking. —*Bulletin of Virginia Interment Junior College*, September 1937.

SHENANDOAH COURSES

President Wade S. Miller, of Shenandoah College, Virginia, announces three new courses of study in the College this year, an integrated natural science course, an integrated social science course, and a two-year curriculum for social service.

The chief objectives of the natural science course are: (1) to implant such practical information about the natural sciences as is desirable for a citizen in a modern democracy; (2) to develop an interest in the machinery of the inorganic and organic worlds and in the major concepts of the natural sciences; (3) to acquaint the student with the social consequences of the rise of modern science—the influence of its method, world view, and practical results.

The social science course is designed to introduce students to the contribution which the social stud-

ies make to an understanding of modern civilization. In the first semester the basis, nature, and evolution of society and social institutions will be studied. During the second semester major problems of modern citizenship will be analyzed in terms of knowledge contributed by economics, history, political science, and sociology.

There is an increasing demand for trained social and case workers, and a two-year curriculum has been suggested to take care of students planning to enter this field. It includes English, a modern foreign language, natural and social sciences, Bible, psychology, and public speaking.

RELATIVE INTELLIGENCE

In an article in the May issue of the *Journal of Higher Education* Professor J. T. Cavan analyzes the scores on the American Council Psychological Test (1933 edition) for freshman students in over two hundred institutions of higher education. The junior colleges, both private and public, ranked next to the highest among the six groups studied, only the four-year private colleges and universities standing higher. He found the following median scores for the classes and numbers of institutions indicated:

Group	Number of Institutions	Median Score
Four-year colleges, private..	131	159
Junior colleges, private.....	13	145
Junior colleges, public.....	8	143
Four-year colleges, public...	28	140
Normal schools	8	130
Teachers colleges	13	128

GROWTH IN WASHINGTON

In their recent *History of Education in Washington* Bolton and Bibb include some discussion of the de-

velopment of junior colleges in the state. They comment:

The number of students securing a college education has increased remarkably in each community [in which a junior college has been established]. In parts of the state remote from a college center, about 25 per cent of the high-school graduates go to college. Where there is a local college more than 50 per cent enroll in some college. In Aberdeen, for example, the college attendance from Grays Harbor County doubled the first year when the junior college was established. . . . A careful investigation made by the University [of Washington] showed that the students who attend the junior colleges succeed as well in college later as those who go direct from the high schools to the college.

SAN BERNARDINO THEATER

In an ideal outdoor setting the San Bernardino Valley Junior College has a real Greek Theater for community and student functions during the spring and summer months. Early in the year 1936 work was begun on a WPA project for erection of an open-air Greek amphitheater, sponsored by the trustees of the College. The project was completed early in 1937. During the hot summer months, when the College is not in session, the theater is available for many community gatherings. Cost of the structure, which gave employment to 30 men, was slightly in excess of \$18,000. It is 240 feet in length and has a seating capacity of 2,400, covering about 3,600 square feet. — *Sierra Educational News*.

CHICAGO EXPERIMENT

More than 150 students presented themselves this fall as members of the new four-year college unit an-

nounced last spring at the University of Chicago. These students will enter at the equivalent of their junior year in high school; approximately fifty will go to other colleges at the end of the first two years (equivalent of high-school graduation), while the others will continue on through the last two years into the Divisions. This is an experiment of wide interest to educators. At present, of course, the majority of students at the University will continue to be four-year high-school graduates entering the College of the Chicago plan. Eventually, however, the example may encourage other junior colleges to follow suit and absorb the last two years of high school.

LUTHER BURBANK GARDENS

The famous Luther Burbank gardens are now maintained by the botany department of Santa Rosa Junior College, Santa Rosa, California. The gardens were turned over to the College through the generosity of Mrs. Elizabeth Burbank for two purposes—to assure of their being properly maintained as a memorial to the scientist, and to encourage greater interest in plant life among students. Over 500 species of plants, vines, shrubs, and trees are now growing in the gardens.

MAUDE ADAMS AT STEPHENS

Miss Maude Adams, who retired from the stage in 1918, has accepted for September, October, and November the chair of professor of the drama at Stephens College, Missouri. It is hoped that the connection between Miss Adams and Stephens College will lead to the founding there of a Maude Adams School of the Drama.

Reports and Discussion

LIBRARIES ROUND TABLE

The Junior College Libraries Round Table of the American Library Association held its annual meeting, June 25, in connection with the conference of the Association at the Waldorf-Astoria Hotel, New York City. Mary Vick Burney, University of Tennessee Junior College, Martin, Tennessee, presided.

The results of the business session which preceded the announced program were the decision to meet in the future as a subsection of the College and Reference Section, and the appointing of the following Committee on Reorganization: Ermine Stone, Sarah Lawrence College, Bronxville, New York, chairman; Fay Tunison, Long Beach Junior College, Long Beach, California; and Frances Church, Ward-Belmont School, Nashville, Tennessee. This committee was empowered by the group to appoint a chairman for the subsection.

In a paper titled "An Administrator Looks at the Library," Dr. James M. Wood, president of Stephens College, discussed the integration of the library with the instructional program. He advocated drastic administrative changes and radical changes in instructional procedure whenever these seemed necessary to attaining the most effective functioning of the library in the educational program of the college. This program, he believes, should be primarily directed toward teaching the student to know and love books.

The address prepared by Harlen M. Adams, instructor in Menlo Junior College, California, was read by Dr. Nathan Van Patten, Director of Libraries of Stanford University. Mr. Adams' subject was "A Report on a National Survey of the Junior College Library in Relation to Instructional Procedure." The functions of the junior col-

lege library most frequently listed in the returns from his questionnaire were reported as being: to enrich the curriculum and supply reference material, to train students in the use of books and libraries, to integrate with the courses of instruction as the general laboratory of the college, to provide for desirable recreational activity, to provide professional reading for instructors, and to assist in the guidance program of the college.

Dr. Edwin E. Willoughby, chief bibliographer of the Folger Shakespeare Library, Washington, D.C., and sometime professor of library science, William and Mary College, Williamsburg, Virginia, spoke on "Teaching College Students to Use the Library with the Help of a Printed Guide." He called attention to the several advantages of employing such a manual provided it is well adapted to its purpose. The ideal library guide, in his opinion, should contain information essential for efficient use of the library by the average student of the college, presented in as pleasing and interesting a manner as possible. [His paper will appear in full in a later issue of the *Junior College Journal*.—EDITOR]

Each topic received the interested attention of the eighty persons present, and a lively discussion followed the presentation of each paper.

The program was closed by Mr. Foster E. Mohrhardt, secretary to the chairman of the Carnegie Advisory Group on Junior College Libraries, who spoke briefly on the forthcoming publication, *Standards for Junior College Libraries as Adopted by the Advisory Group on Junior College Libraries of the Carnegie Corporation of New York*.

MARY VICK BURNLEY, *Chairman*
MARTIN, TENNESSEE

COURSE IN MARKETING

Many junior colleges offer marketing as a requirement of their pre-business curriculum. It is variously called marketing, distribution, salesmanship, or advertising, but what is taught is definitely marketing techniques and problems.

Some teachers prefer to teach marketing by studying certain products from producer to consumer; others prefer to study marketing by analyzing the various orthodox middlemen channels; while still others prefer to approach the subject from specific problems in marketing. The following described method incorporates all three viewpoints.

In the preparation of the course materials these objectives are to be kept in mind, namely: (1) the amount of knowledge the beginning student has pertaining directly to marketing problems; (2) the caliber of the average student entering the class; (3) the standards upheld by other schools in their marketing courses; (4) the course material approved and the traditional methods of approach to this material; (5) to present a stimulating, interesting course capable of developing student enthusiasm and participation. The use of pupil experiences is most important; (6) the student must be trained to discern facts and trends.

With these objectives in mind the course at Kemper Junior College is developed along the following lines:

1. During the first six weeks, study the distribution system by which goods and services are moved from the producer to the consumer, through organized or unorganized middleman agencies. Independent class reports on such topics as standardization, grading, risk-taking, marketing and the law, economic welfare and marketing, and so forth, may be used to stimulate students whose individual differences prevent them from getting the most out of the course. This applies to the bright and the poor student equally.

2. During the next six weeks, study the agencies that are the prime movers of goods and services between producers and consumers, for example, salesmanship, advertising, and good will. Urge the students to discover unique and successful selling and advertising plans in merchandising ventures and to present them in an analytical method to the class. Analyze the part that color, packaging, word-choice, impelling motives, and the like, play in these plans.

3. For the balance of the semester, have each pupil promote an individual marketing project that will tie together the previously acquired knowledge in either an actual or assumed business situation. Permit the student to assume a constant cost of production with no need to relate production to the sales expectancy, although warn him that it is an actual business need where competition exists. Having selected the product and knowing its costs, the student should set up his immediate and ultimate sales area and relate his sales expectancy to it on both an area and individual quota basis. The matter of sales organization setup and advertising plans should next be considered, followed by the establishment of the prices, credit policy, and discounts allowable. Finally, consider the cost of all this and methods of control. In short, each student independently selects a business or service to sell and analytically studies all angles of it. The teacher should use the class time for conferences, permitting students to present their difficulties for class discussion and also to introduce additional material on various phases of marketing procedure and techniques.

Numerous satisfactory texts are available, and where possible adequate collateral reading should be available in the school library.

Visual education is a profitable supplementary aid in marketing courses. Most state colleges have visual education departments where films having a direct bearing on the preparation of

products for market are available at low cost. Besides these, many private agencies have industrial films that are usually free if commercial advertising is contained therein, or at a small cost if free from it.

Results will largely depend upon what a teacher puts into this work. The projects will be good in some instances and very bad in others; they may be so good as to seem like an actual business setup, or so bad that they are absolutely devoid of any sense of realism; but out of the whole will be a positive feeling that the students have comprehended some of the problems of marketing much better than they could under any other system.

Marketing is and will continue to be a popular college subject if it affords the student an opportunity to work upon something that is of interest and value to him.

ROYAL JAY BRIGGS

KEMPER JUNIOR COLLEGE
 BOONVILLE, MISSOURI

TRAINING TRAVEL AGENTS

With the opening of the fall quarter, Armstrong Junior College, California, is offering the only travel and passenger agents' preparatory course given in any college in the country. The course, designed to fit young men and women for positions in travel bureaus, can be completed as a separate course or as a supplement to several already established courses. Philip J. Solomon, director of the H. C. Capwell Company Travel Bureau, has been added to the Armstrong faculty to organize the new course.

Following complaints from steamship lines, railroad companies, and travel bureaus, that no colleges in the country were turning out graduates equipped to enter the travel field, Mr. Solomon conferred with railway, steamship, and travel bureau officials as to essential fields to cover in a course that would particularly fit students for travel and passenger agent

positions. He has laid out a course divided into seven sections: general discussion of the travel bureau, the travel bureau's activities, fundamentals required in travel work, local (Pacific Coast) travel and resorts, domestic (United States and Canada) travel, foreign travel, and miscellaneous.

Other requirements of the new curriculum are five units of salesmanship, three units of correspondence, and three units of typing. These have been judged essential in travel course by agents themselves. Although the new complete course is designed primarily to fit students especially for travel bureau work, it is also planned as a supplemental course to those who may be preparing for secretarial work, commercial teaching, business management, and foreign trade.

In speaking of the new course, President Armstrong states: "It is a course that not only will prepare the future travel agent, but will also prepare the student to enter into passenger transportation fields of steamship, rail, air, and bus companies and hotel work."

LIBRARY CLUB

The Bibliophiles, the library club at Georgia Southwestern College, is nearly two years old. At the time of its organization the sponsor hardly knew what was the province of the club. Should it teach members the use of the library? Should it place emphasis on modern books and authors? Should the interest center about famous libraries of the world? Should it delve into the mysteries of the production of literature? The first program committee invited members of the faculty to tell about famous libraries with which they were familiar, gave students opportunity to describe authors whom they had heard lecture, and made an intensive study of the biography found in the college library. The president of the Bibliophiles attended the meeting of the State Li-

brary Association. During Book Week the club gave a party for faculty members, sponsored contests, made posters, and presented books to the college library. One member donated nine books. In December, Christmas was the dominant note of the programs. There were displays of books for Christmas reading and posters inviting one to read during the holidays.

With the New Year came an interest in old and rare books. Those in the library, which include many old textbooks and a copy of the *American Magazine*, October 1743—December 1744, were examined. The interest aroused in a lecture by the proprietor of an Americus bookshop (one of the best rare-book shops in America) was followed by a visit of the club members to the bookshop. At the close of the spring quarter the club presented to the library many small reproductions of famous paintings and a book on art.

At the beginning of the 1936-37 school year the library club undertook the publication of a twice-a-month mimeographed magazine, entitled *The Bibliophile*. Features of the programs last year have been contests and poetry. Many guest speakers have given inspirational addresses. Many new books have been reviewed by members of the club. There was a Book Week party. A committee planned the annual gift of the club to the library.

Individual projects carried out by members of the club have been posters to stimulate reading, posters to announce the arrival of new books in the library, seasonal posters, and bulletin boards. One student made a scrapbook of contemporary history, one made a literary map of Georgia, one prepared a library personality questionnaire, and one made shelves and charging trays for the library. A library club scrapbook contains clippings contributed by members of the library club, and a poetry scrapbook is filled with their favorite poems.

Books and magazines were sent to the Wilderness Library at Mount Sherman, Arkansas.

The club is very valuable to the library staff. Nearly all of the student assistants in the library are Bibliophiles. The club has helped to create a love for books and a love for reading; it has aided in cultivating desirable library personalities.

The sponsor is yet in doubt about the exact function of a library club, but the members of the organization have no doubt about the value and popularity of it. It has won the reputation of being one of the leading campus activities.

MACY BISHOP GRAY
Acting Librarian

AMERICUS, GEORGIA

RHO DELTA EPSILON

DEAR DR. EELLS:

I notice in the January issue of the *Junior College Journal* that you have experienced some difficulty in securing information about our society for your annual directory of honorary organizations.

I very much regret that such was the case and hope that this letter will serve to reinstate Rho Delta in some measure. The laxity on our part resulted in a slight error, in that I was listed as national president in 1935, whereas I have held that office only since January 1936. The present national secretary is Mary Heaston, 9305 Mallison Avenue, South Gate, California. The permanent national headquarters are at Los Angeles Junior College, 855 North Vermont Avenue, Los Angeles.

At the present time we still have but three active junior college chapters—those at Los Angeles, Glendale, and Compton—and one alumni chapter for the southern California area. We have encountered some difficulty in expanding, since many colleges do not offer enough political science to meet our requirements. We feel, how-

ever, that there is a place for an organization of better-than-average students who are interested in American government and politics. Whether or not the academic basis for such an organization can be limited to political science alone we are trying to determine this year by a nation-wide survey of the courses offered in colleges.

Our three chapters are all very active now. Alpha, at Los Angeles Junior College, last year drew up and secured the adoption of a comprehensive budget plan for the student body finances. All of the chapters have sponsored forums and assemblies, conducted straw ballots, added to the school libraries, and carried on various other civic projects.

The national organization publishes a magazine, *The Challenge*, and occasional newsletters in addition to handling the general business of the society and sponsoring the annual national convention.

Very sincerely yours,

ELMER WILLIAMS
National President

3250 WAVERLY DRIVE
LOS ANGELES, CALIFORNIA

AN EXPERIMENT IN ATHLETICS

Three of Michigan's junior colleges have undertaken an experiment in sports that has proved to be mutually beneficial in several ways. This is what is called an "All Sports' Day." It is held three times a year—once in the autumn, in the winter, and in the spring. The colleges participating are those of Flint, Port Huron, and Highland Park. All are of nearly equal size and are located within a radius of 75 miles, so that transportation is not a problem.

The Sports' Day is an outgrowth of the intramural program in each institution. It was felt that a wider competition would make these sports more exhilarating and would increase the local participation in them. Events are provided for both men and women.

The several schools take turns acting as hosts. There are basketball and volleyball games and swimming events, as well as ping-pong, badminton, and archery for the women. In the fall and spring meets, when some of the contests can be held out of doors, games that are suitable for this purpose are added. Scoring for the various events is done by a point system. A silver trophy is passed on to the college earning the highest score in each Sports' Day.

The school that is acting as host provides an evening dinner for guests at a nominal price. Immediately after, there is dancing to provide a social meeting. For the benefit of the out-of-town guests this is terminated at an early hour.

The colleges sponsoring these sports' days believe that it is more important to have many students participating in sports events than to present more spectacular games in which few appear. All three schools have abolished football.

These sports' days are popular with the students. Although participation is voluntary, there are usually at least fifty students from each school who take part in events. This can be said to be carrying out the junior college ideal of making participants rather than mere spectators of students. Other colleges in this section are watching the experiment with interest.

DONA C. BOYLE

HIGHLAND PARK JUNIOR COLLEGE
HIGHLAND PARK, MICHIGAN

TEXAS TRANSFERS

The registrar's office of the University of Texas has made a study of the records of 621 transfers, both graduates and non-graduates, of junior colleges who entered the University for the first time in 1935-36. Results are summarized for each group in two forms: (1) ratio of number of hours passed to number of hours completed;

and (2) ratio of hours with A and B grades to total number of hours passed (percentage of hours failed can be secured by subtraction of the given entries from 100). Comparisons for various groups are given below. Similar comparisons have been computed for each of the 37 junior colleges in Texas.

Group	No.	Ratio of Passing Grades to Work Completed	Ratio of A's and B's to Total Passing Grades
<i>All junior colleges</i>			
All students	621	84.8	43.3
Graduates	298	88.7	44.0
Non-graduates	323	80.9	42.4
<i>All Texas junior colleges</i>			
All students	527	84.8	42.9
Graduates	257	89.3	44.2
Non-graduates	270	80.2	41.4
<i>Out-of-state junior colleges</i>			
All students	94	84.9	45.7
Graduates	41	84.9	42.9
Non-graduates	53	84.9	47.8
<i>Texas public junior colleges</i>			
All students	370	86.4	43.4
Graduates	173	90.8	44.9
Non-graduates	197	82.3	41.8
<i>Texas private junior colleges</i>			
All students	157	80.8	41.5
Graduates	84	86.0	42.7
Non-graduates	73	74.3	40.0

NEW YORK COLLEGIATE CENTERS

The following paragraphs of "general summary and conclusions" are quoted from Harry P. Smith's "The Emergency Collegiate Centers of Central New York," based upon a detailed analysis of some 1,500 students in ten "Collegiate Centers":

The Emergency Collegiate Centers of New York State were established to provide employment for a group of men and women, college and university trained, who were unemployed. At the same time it afforded a group of high-school graduates, without work and without means to

continue their studies further, an opportunity to pursue work of college grade under systematic direction.

The students attending the Emergency Collegiate Centers came from typical American homes. The educational background of these students is not unlike that of other college students. Approximately one out of four has a father or mother who is college trained. A significant proportion of the parents are high-school graduates. The fathers are engaged in business or trade, manufacturing, the skilled trades, office work, agriculture, and to a limited extent the professions. But the economic situation has made it impossible for many of these homes to provide for the children training beyond the secondary school of the home community.

That these Emergency Collegiate Center students are capable of pursuing work of college grade is true beyond reasonable doubt. Their psychological examination scores place them above the national norms of the test used and equivalent to the national norms of the liberal arts students of a large university which selects its students with care. At the same time their New York Regents examination averages tend to classify them as capable of doing work of college grade.

The students attending the Emergency Collegiate Centers have clearly demonstrated that they can achieve on a high plane. On the basis of a satisfactory criterion of scholarship they equal their more fortunate neighbors who are able to attend a regularly organized institution of higher education. And this seems to be true whether one compares the groups as wholes, or selects equivalent groups from the two types of institutions and studies their achievement. When transferred to a university with high standards they make scholastic records which compare favorably with the records of students who have been in continuous residence since the freshman year. Subjected to a test of "general culture" after two years of work in the Centers they excel the national norms of that test. And this record is made under faculties less well trained and less experienced than college faculties in general in a physical environment which cannot but constitute a serious handicap. One is led to wonder how well they might achieve under thoroughly trained and experienced faculties in a physical environment with adequate class-

rooms, well-equipped laboratories and shops, and well-stocked libraries.

The Emergency Collegiate Centers have served and are serving a group of able young men and women who apparently profit by the work offered. But these Centers are by their very nature temporary. It is inevitable that they will be disbanded as a constantly increasing proportion of the better qualified individuals, for whose benefit they were primarily established, secure permanent employment. The able young people, their students, without adequate means—often without employment—will, however, still remain. One wonders how society will ultimately meet that need. Will it be through an upward extension of the American system of publicly supported secondary education, or will it be through the establishment of substantial scholarships granted on the basis of rigid competitive examinations—scholarships in various types of educational institutions that will provide not fees alone but a very substantial part of the living expenses of the individual? There are many precedents for both solutions.

WESTERN PERSONNEL SERVICE

Western Personnel Service, with headquarters at Pasadena, California, is a non-profit center for research and service in occupational information and personnel problems. It was established in co-operation with Western colleges and universities to meet their expressed need for professional assistance in student personnel work.

Western Personnel Service carries on a continuous program of research, field work, and study. It is thereby able to furnish evaluated information about the newer developments in the technique of college personnel work and about changes in occupational opportunities in the Pacific Coast area.

Through monthly bulletins, special reports, and consultant service, the information is given to the counselors of students in those colleges and universities affiliated by membership with Western Personnel Service.

The annual report of the director for the past year lists a variety of

information sent to member colleges during the past year. The extract from this report, listing some of this information, printed below, should suggest to many Junior colleges on the Pacific Coast the desirability of sharing in this valuable service.

Monthly bulletins of occupational news.

—For the benefit of counselors and students we collect information about new occupations on the West Coast, new training opportunities, and probable future occupational trends. Significant items of general interest are chosen for brief presentation in the bulletins. Our sources include periodicals, trade and professional convention discussions, interviews with leaders in many fields of work.

Occupational briefs.—These are short studies of new occupations or of older occupations in which there are current new developments. A student or a group of students interested in a specific occupation can get quickly from one of these briefs a general idea of the requirements and possibilities in the occupation. The titles of the briefs issued by Western Personnel Service, including those published this year, are:

Air Conditioning
The Aviation Field
Commercial Art
Criminology
Free-Lance Writing
Landscape Architecture
Occupational Therapy
Photography
Plant Pathology
Printing
Public Health Nursing
Radio
Social Director in a Hotel
Social Work
Soil Erosion Service
Veterinary Medicine
What About Geology?

Bibliographies.—These list new books, pamphlets, or articles published about occupations which would be interesting or useful to college students and counselors.

Teachers of classes in occupations also use our studies of occupational trends in the Pacific Coast area. These are graphic presentations of the occupational distribution of gainful workers in California, Oregon, and Washington based on United States census figures.

Judging the New Books

HENRY K. ROWE, *A Centennial History, 1837-1937; Colby Academy, Colby Junior College*. Colby Junior College, New London, New Hampshire. 1937. 435 pages.

The junior college movement is so recent that it is somewhat startling to find a centennial history of one. Colby Junior College, however, while existing as a junior college only during the past decade, has had a long and honorable career as an academy ever since the legislature of New Hampshire on July 4, 1837 granted the petition of eleven men from New London authorizing the establishment of the New London Academical Institution. Mr. Rowe, who for four years was an instructor in the institution when it bore the name of Colby Academy, writes sympathetically but with critical insight of the beginnings and struggles, financial and otherwise, of the century of varied educational service in the little New Hampshire town. He gives an intimate account of the development of the institution which should prove particularly interesting to the hundreds of young people who have been students in it in the past. Junior college administrators will be chiefly interested in the latter chapters, which show the way in which the evolution of educational conditions warranted the transformation of the coeducational academy to the junior college for girls. The author has succeeded well in his ambition as expressed in the preface: "I have tried to write something more than a chronicle, to make it seem as if the Colby of the past really lived, and to

put it in its setting in the midst of the town of which it has been a part. . . . It must adapt itself to those changes, even though its alumni regret the passing of the old. We may all well believe that the best is yet to be."

There are 53 illustrations, including pictures of trustees, principals, deans, and presidents, and of the old buildings and the old campus as well as of the new.

SYLVIA D. MARINER and T. M. BEAIRD, *A Program of Speech Education for the Elementary and Secondary Schools and Junior Colleges of Oklahoma*. Works Progress Administration of Oklahoma, Oklahoma City. November 1936. 190 pages.

This volume represents the results of an extensive co-operative study in Oklahoma under the federal Works Progress Administration. An extensive questionnaire was sent not only to junior colleges in Oklahoma but throughout the country. The results of this study, summarized briefly in an article by Mrs. Mariner in the *Junior College Journal* for January 1937, are presented in this volume in somewhat greater detail. The most helpful and stimulating part of the volume, for junior college instructors of speech, will be the three chapters of almost thirty pages outlining desirable courses of study for the fundamentals of speech, argumentation and debate, and dramatic art in the junior college. The authors report that the interest in the study, as it has developed, has not been

limited to Oklahoma but has been nation wide. Certainly there is little, if anything, in the suggested courses of study in the high schools and junior college that is local in nature. It is as good in Maine or Oregon as in Oklahoma.

WALTER S. MONROE and MAX D. ENGELHART, *The Scientific Study of Educational Problems*. The Macmillan Company, New York. 1936. 504 pages.

The senior author is professor of education at the University of Illinois; the junior author is director of the department of examinations of the Chicago City Junior Colleges. In addition to its comprehensiveness and the thorough manner in which each aspect of the subject is treated, an important feature of this book is the critical point of view taken by the authors emphasizing the need for precise and reliable interpretation of educational statistics. By calling attention to the limitations of educational data and of the techniques employed in handling them, the authors have shown the pitfalls to be avoided in the application of statistics and the factors to be kept in mind in the interpretation of various kinds of data. Throughout the book they have not only provided thorough information on the techniques of educational research at any level, but have also put these fruitful procedures into readily understandable terms so that they may be utilized by all educational workers. This attention to the judicious interpretation and practical use of educational research makes their volume an unusually valuable guide for all those who go forward to discover new truths in education, and also a most helpful guide for

the administrators and teachers toward understanding and interpreting the investigations of research workers.

The volume is arranged to be useful both as a manual and a reference book. Two introductory chapters define the meaning of educational research, the various kinds of problems with which it deals, and various methods of approach. Chapters iii, iv, and v deal with standard methods of collecting and handling data, and the faults of data and their effects. The next seven chapters then treat in more detail the techniques appropriate for each general type of research problem, and discuss the accomplishments in each field. The two final chapters present information for the evaluation and summarization of education research, analyze the progress already made toward a science of education, and point out lines along which further efforts might most profitably be directed. Selected bibliographies are given at the end of each chapter.

MAX MCCONN, *Planning for College and How to Make the Most of It While There*. Frederick A. Stokes Company, New York. 1937. 267 pages.

Informal in style but singularly sane and helpful, Dean McConn seems to be talking directly to young people in this very helpful little volume. Even on questions on which the author has decided opinions himself he is careful to present both sides fully and fairly and in language that the freshman, present or prospective, can easily understand and appreciate. It should be read by all who expect to go to college or who have recently entered.

It should help young people to decide whether they should go to college or should seek success outside of academic fields, suggesting educational alternatives to college which some students should choose. If they should go to college, it tells where, how, and why, what it will cost; how to fulfil entrance requirements; whether to join fraternities; how much to take part in student activities; and how to get the most out of college. The only unfavorable criticism of this book would be the way it ignores almost completely the significance of the junior college and its advantages and disadvantages for many young people, considering education beyond the high-school level. This lack is probably explained if it is not excused by the fact that the author's long and distinguished educational career has been in a section of the country in which the junior college has been, until recently, relatively little known.

LOUIS SHORES, *Basic Reference Books: An Introduction to the Evaluation, Study, and Use of Reference Materials with Special Emphasis on Some 200 Titles*. (Preliminary Edition.) American Library Association, Chicago. 1937. 406 pages, planographed.

This volume is in the form of a text for a systematic course in reference work, but it will prove of great value for general references purposes in any library. It is a systematic introduction to the evaluation, study, and use of reference materials, such as encyclopedias, dictionaries, yearbooks, directories, atlases, and serials. Some 200 books most used in public, school, and college libraries are discussed in de-

tail, while other titles are listed briefly. Selection of titles was made with the help of librarians throughout the country. Junior college librarians will find it particularly enlightening and perhaps disappointing to check their reference works with the list of approximately 200 listed as "essential" and 100 as "desirable" for college libraries as given in chapter xvi. Numerous aids for teaching the course or for self-instruction are included.

WILLIAM G. CAMPBELL, *A Comparative Investigation of the Behavior of Students under an Honor System and a Proctor System in the Same University*. (Southern California Education Monograph, No. 6.) University of Southern California Press, Los Angeles. 1935. 95 pages.

Although numerous studies have been made of student honesty and the honor system this is claimed to be the first systematic experimental study which has dealt with honesty under both the honor and the proctor system. The subjects were students in 26 different classes in the University of Texas. A variety of ingenious tests and measures of honesty were used in the study, with an effort to control as many of the auxiliary variables as possible—a matter of considerable difficulty, of course. On the basis of the results obtained in this single university the following conclusions seem to be justified: The amount of classroom dishonesty observed, measured, or admitted was greater among the students working under the proctor system than among similar subjects working under the honor system. In situations where the conditions were directly com-

parable, the difference in amount was reliable. The fairness of the questions propounded by the instructor was an important factor in determining the amount of cheating in any university class. The cheaters were slightly younger, slightly less intelligent, and slightly less scholarly than those who did not cheat. These differences, however were small.

LAURENCE FOSTER, *The Functions of a Graduate School in a Democratic Society*. Huxley House Publishers, New York. 1936. 166 pages.

Chapter ii of this important contribution presents no less than 26 distinct methods of ranking the leading graduate schools of the United States in order of their eminence. A composite of these methods easily places Harvard in first place, although it does not rank first in all of the measures used. The next four chapters contain many stimulating "suggestions" regarding the improvement of graduate facilities, the improvement of the graduate curriculum, the enrichment of graduate instruction, and regarding graduate students.

ALVIN C. EURICH and ELMO C. WILSON, *In 1936*. Henry Holt and Company, New York. 1937. 620 pages.

In 1936 is a comprehensive volume, bringing together in systematic form events chronicled piecemeal in dailies, weeklies, monthlies, and a host of other sources. It presents major and minor significant trends rather than a factual chronology. It includes what in the judgment of the authors are the out-

standing events of the year under the headings: "The National Scene," "The International Scene," "Education and Science," "Literature and the Arts," and "Sports." It is copiously illustrated. The style is terse, popular, sometimes slangy. One wonders if this effort at popularization is not carried to an extreme, however, when university professors write that "Britain stood up on her hind legs and led the League," or that a work of art "packs a tremendous wallop."

PERCY E. DAVIDSON and H. DEWEY ANDERSON, *Occupational Mobility in an American Community*. Stanford University Press, Stanford University, California. 1937. 203 pages.

Junior college counselors will find this a particularly valuable volume because of the large amount of factual information, instead of abstract theory, which it gives concerning the working life of a selected American community. The investigation which it reports was carried out in San Jose, California, and required three years to complete. The occupational backgrounds, vocational training, induction into employment, changes in occupational status, ultimate occupational adjustment, social and welfare circumstances of all levels of labor — professional, proprietary, clerical, skilled, semiskilled, and unskilled workers—give a new and exceptionally valuable picture of our industrial life. The method is new, the subject matter provocative, and the facts presented are essential to a better understanding of the working world into which youth, particularly at the junior college age, is being thrust, often with little

or no helpful guidance. This volume furnishes considerable material to make some of this guidance more direct and significant.

WILLIAM H. CORDELL and KATHRYN COE CORDELL (editors), *American Points of View, 1936*. Doubleday, Doran, New York. 1937. 309 pages.

A collection of 23 carefully selected articles from American magazines designed to give the reader a composite view of what leading Americans are thinking on social, economic, political, educational, and literary subjects. Designed in part for use in college classes, the editors have weighed each essay not only for content but for literary excellence as well. Fifteen magazines are represented. Among the noteworthy essays included may be mentioned "Bread Line," "Letters from the Dust Bowl," "There Is One Way Out," and "Youth in College."

EDUCATIONAL POLICIES COMMISSION. *Research Memorandum on Education in the Depression*, and *A Bibliography on Education in the Depression*. Social Science Research Council, New York, and Educational Policies Commission, Washington, D.C. 1937. 173 and 118 pages.

Although modestly entitled a *Research Memorandum* the first-mentioned monograph above, of 173 pages, with supplementary bibliography on which it was based, is a substantial contribution. It is one of a series of thirteen studies sponsored by the Social Science Research Council dealing with the social aspects of the depression in

various fields. These two publications were prepared, in large part, by Dr. Jesse B. Sears, professor of education at Stanford University. The primary object of the study was not to write an exhaustive treatise, but clearly to define the most significant problems in education growing out of the depression and to point the way toward their solution in appropriate form. The principal problems are grouped under eight classes: historical and comparative problems, theory and philosophy of education, student personnel, the curriculum or program of instruction, staff personnel, organization and administration, finance and business management, and scientific and professional attitudes. The treatment is selective and suggestive. Two or three sample problems are chosen in each area for intensive treatment, and the factors necessary for their scientific treatment are carefully analyzed. The issues are interpreted from the educational and social viewpoints, sample hypotheses are set up for research attack, and suggestions given regarding methods and sources. Such a treatment should prove an invaluable source of suggestion to candidates for higher degrees who want to select modern significant problems for study in their dissertations. One problem which touches closely on certain aspects of the junior college field is the following: "Who makes up the population attending the various emergency, unemployed, or depression colleges?" There are other incidental references to the junior college movement throughout the monograph. Numerous references to the junior college are also found in the supplementary bibliography.

Bibliography on Junior Colleges*

3192. GRIZZELL, E. D., *American Secondary Education*, Thomas Nelson and Sons, New York (1937), 311 pages.

Includes brief discussion of the junior college, defined as including "the two years following the regular secondary school period" (pp. 230-31).

3193. HAGGERTY, WILLIAM J., and GEORGE A. WORKS, "Changes in Enrollments over a Fifteen-Year Period in Institutions Accredited for 1936-37 by the North Central Association," *North Central Association Quarterly* (July 1937), XII, 51-63.

A detailed analysis of various phases of enrollment in 274 institutions, including 25 publicly controlled and 16 privately controlled junior colleges.

3194. HITCH, A. M., "The Peculiar Functions of the Junior College," *Education Digest* (April 1937), II, 38-40.

Digest of article by the same author in the *Junior College Journal* (March 1937), VII, 289-94.

3195. HOYT, ESTHER LOUISE, "Teacher Training Subjects in Junior College," *Texas Outlook* (June 1937), XXI, 41.

"Last year for the first time the junior colleges of Texas added another course to their curriculum known as teacher training subjects." Brief account of aims and content of these courses.

3196. JOHNSON, B. LAMAR, "Junior College Libraries Round Table," *Bulletin of the American Library Association* (August 1936), XXX, 698-701.

An account of the meeting of the group at Richmond, Virginia, May 15, 1936. Contains extensive abstract of paper by Foster E. Mohrhardt on "The Status of Junior College Libraries."

3197. KNOX, WILLIAM F., "Cultural Terminal Courses in the Junior College,"

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

- Peabody Journal of Education* (March 1937), XIV, 251-59.

A study based upon replies received from an inquiry sent to the administrative heads of ten leading Missouri junior colleges, five publicly and five privately controlled.

3198. LIBBY, PHILIP ALLAN, "A Personnel Study of Junior College Students," *University of California Studies*, Education Series, Number 10. University of Southern California Press, Los Angeles (1936), 66 pages.

"This monograph is based upon two of the three major phases of the problem with which the author's unpublished doctoral dissertation deals. The phases reported here deal with the scholastic equipment and the scholastic achievement of a selected group of junior college students at the University of Southern California. A third major phase which dealt with the difficulties encountered by these students in the several courses for which they were enrolled is not reported in this monograph." See No. 2940 for annotation on complete dissertation in unpublished form.

3199. LIFE, "Junior College," *Life* (June 7, 1937), II, 66-67.

A pictorial presentation illustrating how "at Stephens in Missouri girls are taught to solve women's 7,400 problems with classes in beauty, riding, voice."

3200. LITERARY DIGEST, "Great Boom in Student Drinking," *Literary Digest* (March 6, 1937), CXXIII, 3-6.

Gives data from 581 colleges and universities, including 118 junior colleges.

3201. MCFARLAND, MARY AGNES, "Extra-Curricular Activities in Paris Junior College," *Texas Outlook* (March 1937), XXI, 17.

Duplicate of article by the same author in *Junior College Journal* (March 1937), VII, 323-34.

3202. MOHRHARDT, FOSTER E., *A List of Books for Junior College Libraries*, American Library Association, Chicago (1937), 378 pages.

Outgrowth of the work of the Carnegie Advisory Group on Junior College Libraries. Reviewed in the October issue of the *Junior College Journal*.

3203. MYERS, ALONZO, and CLARENCE O. WILLIAMS, *Education in a Democracy: An Introduction to the Study of Education*, Prentice-Hall, Inc., New York City (1937), 434 pages.

Includes numerous references to the junior college, with detailed statistics of enrollment and number of public and private junior colleges by states and by years (pp. 4-7, 20-25, 31, 99, 279-81, 377).

3204. NORTH CENTRAL ASSOCIATION QUARTERLY, "Accredited Institutions Outside the N.C.A. Territory," *North Central Association Quarterly* (July 1937), XII, 92-98.

Includes lists of junior colleges accredited by the various regional associations.

3205. ROWE, HENRY K., *A Centennial History, 1837-1937, Colby Academy, Colby Junior College*, Colby Junior College, New London, New Hampshire (1937), 435 pages.

Reviewed in this issue of the *Junior College Journal*.

3206. SCHMIDT, AUSTIN G., "The Philosophy of the Junior College," *Loyola Educational Digest* (July 1937), No. 2697.

A digest of article by Frederick Eby in *Junior College Journal* (May 1937), VII, 414-24.

3207. SCHMIDT, AUSTIN G., "Evaluation of Semi-Professional Courses," *Loyola Educational Digest* (July 1937), No. 2699.

A digest of article by Rosco C. Ingalls in *Junior College Journal* (May 1937), VII, 480-87.

3208. SCHMIDT, ROBERT W., "Applying Progressive Theories of Education in Junior College Work," *Texas Outlook* (April 1937), XXI, 21-22.

"The democratization of our educational facilities involves the conviction and subduing of such interests or groups as are opposed to it. It involves new methods of handling material, new objectives, new measures (tests), and new forms of reporting. Involved in the above, but needing special mention, is the necessity for evaluating and observing conditions in our world with a great deal more honesty and frankness, and

an attempt to deal intelligently with the situations found. Finally there is the problem of examining our ideals."

3209. SCHOOL AND SOCIETY, "The San Francisco Junior College Building," *School and Society* (April 24, 1937), XLV, 568.

Copy of article in the *Junior College Journal* (March 1937), VII, 325.

3210. SIERRA EDUCATIONAL NEWS, "At San Bernardino," *Sierra Educational News* (April 1937), XXXIII, 44.

Description of the new outdoor theater built at this California junior college.

3211. SKINNER, CHARLES E., and R. EMERSON LANGFITT (editors), *An Introduction to Modern Education*, D. C. Heath and Company, New York (1937), 491 pages.

Includes brief discussion of the junior college which "is still in the early stages of growth" based for the most part on Greenleaf's bulletin (pp. 50, 169-70).

3212. SMITH, HARRY P., *The Emergency Collegiate Centers of Central New York*, Syracuse University, Syracuse, New York (1937), 57 pages.

This bulletin reports the findings of one of the studies undertaken co-operatively by Syracuse University in the Project in Research in Universities of the U. S. Office of Education under the Emergency Relief Act of 1935. This study is concerned with the ten collegiate centers in the Syracuse area. Treats social and educational background, psychological level, scholarship, general cultural level, and vocational outlook of approximately 1,500 students.

3213. SNAVELY, GUY E., "Minutes of the Forty-First Annual Meeting of the Association, Richmond, Virginia, December 3-4, 1936," *Southern Association Quarterly* (February 1937), I, 22-41.

Includes report on accreditation of junior colleges, and approved list of junior colleges for Negroes.

3214. SOUTHERN ASSOCIATION QUARTERLY, "The Southern Association of Colleges and Secondary Schools: General and Historical Information," *Southern Association Quarterly* (February 1937), I, 3-21.

Includes list of 47 junior colleges, members of the Southern Association.